DOCUMENT RESUME

ED 133 428 CE 007 614

TITLE	Business and Office Occupations. Curriculum Guide.
INSTITUTION	Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.
REPORT NO	VT-103-434
PUB DATE	74
NOTE	756p.
EDRS PRICE	MF-$1.33 HC-$40.85 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Business Education; Career Education; *Cooperative Education; Curriculum Guides; High School Curriculum; Instructional Materials; *Learning Activities; *Learning Modules; Occupational Clusters; *Office Occupations Education; Secondary Education

ABSTRACT

This business and office occupations curriculum guide organizes modules of instruction into the four career clusters: Stenographic and secretarial, clerical, accounting and data processing, and preprofessional. Each cluster is comprised of related learnings for entry-level positions in a variety of business and office occupations. Information is provided for each cluster on function, job opportunities, training, duties, and personal traits. Each module of instruction contains activities for one to four levels of competency consisting of student performance objectives, measurement criteria, content outline, and learning activities. Appropriate grade level and approximate teaching time are also suggested. Modules are included for typing, shorthand, communication arts (five modules on language skills, listening, reading, oral communication, and writing), telephone techniques, job application, mailing process, reference sources, recordkeeping, bookkeeping, data processing, business math, adding and calculating machines, word processing, travel, business law, machine transcription, duplicating, human relations, filing and records management, and business organization. A separate section for cooperative office education contains modules on orientation, decisionmaking, and career exploration, along with a description of cooperative office education, suggestions for program development, public relations, followup and evaluation, and labor laws and minimum wage. Sample forms for use in cooperative office education programs are appended. (NJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED133428

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BUSINESS
And
OFFICE
OCCUPATIONS

CURRICULUM
GUIDE

Arizona Department of Education -- Phoenix, Arizona -- 1974

VT 103 434

CE 007 614

ED133428

Business and Office Occupations

Curriculum Guide

CE 007 614

CE 007 614

DIVISION OF VOCATIONAL EDUCATION

ARIZONA DEPARTMENT OF EDUCATION

Superintendent of Public Instruction
Dr. Weldon P. Shofstall

Associate Superintendent of Career Education
and Director of Vocational Education
Eugene L. Dorr

Director of Business and Office Occupations
Louis Chacon, Jr.

Specialist, Business and Office Occupations
Toby D. Jalowsky

ARIZONA STATE BOARD OF EDUCATION

Mr. Richard L. Harris	Phoenix
Mr. Stephen S. Jenkins, Jr.	Phoenix
Mr. O. B. Joy	Bisbee
Mr. Paul P. Kennedy	Globe
Mr. J. Ben Picone	Tempe
Mrs. Merle Platt	St. Johns
Dr. W. P. Shofstall	Phoenix
Dr. J. Lawrence Walkup	Flagstaff
Mr. David Weisenborn	Tucson

ARIZONA STATE ADVISORY COUNCIL ON VOCATIONAL-TECHNICAL EDUCATION

Mr. James Barry	Phoenix
Mr. William Byrd	Tucson
Mr. Benjamin J. Cohen	Phoenix
Mr. Alfred W. Cook	Tucson
Mr. Lawrence Dugan	Phoenix
Dr. Richard Froese	Phoenix
Dr. James Hartgraves	Phoenix
Mr. Pete Homer, Sr.	Parker
Dr. Louis Kossuth	Phoenix
Mr. William Mayo	Phoenix
Mr. Ivan Murray	Phoenix
Mrs. Betty Newlon	Tucson
Mr. Lynn Sharp	Mesa
Mr. Augustus Shaw	Phoenix
Mr. Rex R. Waite	Tucson
Mr. Dale Walls	Phoenix
Mr. F. R. Vihel	Phoenix
Mr. Robert Worden	Phoenix
Mr. Steve Zozaya	Phoenix

AUTHORS OF ARIZONA STATE
BUSINESS AND OFFICE OCCUPATIONS CURRICULUM GUIDE

Director

Dr. Venetta Kell, Northern Arizona University, Flagstaff, Arizona

Assistant Director

Mrs. Dorothy L. Fitz, Mingus Union High School, Cottonwood, Arizona

Ann Allison
Washington High School
Phoenix, Arizona

Alice Brinton
Camelback High School
Phoenix, Arizona

Dorine Chancellor
Eastern Arizona College
Thatcher, Arizona

Joy Denham
Chandler High School
Chandler, Arizona

Wanda Hollingshead
Kofa High School
Yuma, Arizona

Antonio Munoz, Jr.
Holbrook High School
Holbrook, Arizona

Rudy R. Navarro
Prescott High School
Prescott, Arizona

Arthur L. Ness
Flowing Wells High School
Tucson, Arizona

Llona B. Parsons
Miami High School
Miami, Arizona

Marilyn Patrick
Paradise Valley High School
Phoenix, Arizona

Stella Sorensen
Yuma High School
Yuma, Arizona

Dolores Stotts
Winslow High School
Winslow, Arizona

L. L. Via
Scottsdale Community College
Scottsdale, Arizona

Marilyn Witcher
Lake Havasu High School
Lake Havasu City, Arizona

Larry L. Wolfrum
Sunnyslope High School
Phoenix, Arizona

Ex-Officio Members

Mr. Louis Chacon, Jr., Director, Business and Office Occupations
Mrs. Toby Jalowsky, Specialist, Business and Office Occupations

In Cooperation With

NORTHERN ARIZONA UNIVERSITY

Dr. Frank Besnette, Dean, College of Business Administration

Business and Office Education has a responsibility to teach students about business. The main objective of Vocational Business and Office Education is to provide students, upon leaving school, with the entry-level competencies that will enable them to obtain office jobs and be able to advance in job responsibility.

Approximately 16 million of the 76 million people presently employed, or one in every four employees, work in office occupations. As the work force grows an even larger proportion will undoubtedly be employed in office jobs; therefore, the need to train office workers will increase.

This Business and Office Curriculum Guide is intended to help you, the teacher, design training programs for students who pursue a career in business and office occupations that will meet the needs of the local community.

A study to assess the needs of the school population is the first step. This assessment should make necessary a re-evaluation of the curriculum offerings as student populations change. Occupational needs for the specific area must be designed. Then a systems approach to program development can be utilized. A list of local school resource priorities should be developed. Educational programs designed to satisfy population demands identified through the needs assessment must be developed.

This curriculum guide will be of value to teachers by assisting in the development of programs and program objectives. Course outlines have intentionally not been included but may be an outgrowth of the materials within the guide.

Business educators are being held accountable. It is the responsibility of business educators to bring students to a specified level of competency in the shortest time possible.

We are indebted to the consultants who worked diligently in the compilation of this guide.

Comments and constructive criticisms will be welcomed by the State Department of Education from teachers after they have used this guide.

Eugene L. Dorr

Eugene L. Dorr
Associate Superintendent for Career Education
and Director of Vocational Education

The Business and Office Occupations Curriculum Guide was developed for Arizona schools. It is designed to cover four career clusters: stenographic/secretarial, clerical, accounting/data processing, and preprofessional. Curriculum development through the concept of career clusters emphasizes the need for students to learn skills and knowledges applicable to a number of related occupations. Students will learn skills and knowledges on varying levels of proficiency. The behavioral outcomes specified at each level will help teachers to accommodate varying learning rates and styles and assess student progress.

This publication for Office Education in the secondary schools of Arizona should serve as a framework for a sound sequential program and facilitate the coordination of effort and articulation within the Business Departments of secondary schools. Selected members of the Curriculum Guide Committee were composed of a cross-section of teachers from secondary and higher educational levels throughout schools in Arizona. The Committee is cognizant of the trend from a teacher-centered to a learner-centered direction and the need for individualized instructional programs.

The content and instructional techniques should serve as suggested curriculum guidelines in setting up local programs. Hopefully, this project will be continually revised and updated to reflect the changing needs of employment.

Louis Chacon Jr.

Toby D. Jalowsky

Louis Chacon, Jr., Director
Business and Office Occupations

Toby D. Jalowsky, Specialist
Business and Office Occupations

TABLE OF CONTENTS

Page

INTRODUCTION

Acknowledgements

Arizona Department of Education.............................. i

State Board of Education..................................... ii

State Advisory Council on Vocational-Technical Education....... ii

Authors of Curriculum Guide.................................. iii

Statements

Associate Superintendent for Career Education and Director of Vocational Education.......................... iv

Director, Business and Office Occupations.................... vi

Specialist, Business and Office Occupations.................. vi

Professional Responsibilities in Business and Office Occupations.. 1

Preface.. 3

Definition of Terms.. 5

Career Clusters

Accounting/Data Processing................................... 8

Clerical... 9

Preprofessional.. 11

Stenographic/Secretarial..................................... 12

Levels of Competency in Career Clusters...................... 13

Alphabetic Index... 15

MODULES OF INSTRUCTION

Typing... A-1

Shorthand.. B-1

MODULES OF INSTRUCTION (Continued)

Communication Arts--Overview C1-1
  Language Skills C2-1
  Listening C3-1
  Reading C4-1
  Oral Communication C5-1
  Writing C6-1
Telephone Techniques D-1
Job Application E-1
Mailing Process F-1
Reference Sources G-1
Record Keeping/Financial Records H-1
Bookkeeping/Accounting I-1
Data Processing J-1
Business Math K-1
Adding and Calculating Machines L-1
Machine Transcription M-1
Reprographics/Duplication N-1
Word Processing O-1
Personal Adjustment/Human Relations P-1
Business Organization Q-1
Filing/Records Management R-1
Travel S-1
Business Law T-1

COOPERATIVE OFFICE EDUCATION

Table of Contents (COE) .... COE-i
Program and Implementation COE-1
Modules of Instruction for COE U-1
Appendix 44

PROFESSIONAL RESPONSIBILITIES
IN
BUSINESS AND OFFICE OCCUPATIONS

Some principles and activities are common to all areas within business and office occupations. These are listed in terms of responsibilities:

ACCOUNTABILITY

Teachers should be held accountable for their knowledge of subject matter, teaching methods, and a knowledge of child psychology. Cardinal to this concept is the teachers' accountability to themselves to become the best teachers possible, limited only by their innovative aspirations.

ADVISORY COMMITTEES

An advisory committee from the community leaders should be formed for the purpose of assisting in the planning of curriculum development and assuring the relevancy of the course content.

COMMUNITY

The business community should be surveyed to assess instructional needs. Equipment should be commensurate with that used in contemporary business offices.

GUIDANCE

Business teachers should assume some responsibility in the vocational and personal guidance of their students. They should become actively engaged in placement and follow-up. A close working relationship should exist with counselors to provide them with career information and details on content and sequence of the business program.

INSTRUCTION

Instruction should be given in the most effective manner possible to achieve well-trained employees. Simulation as in a model office, projects, job exploration, or cooperative office education should be considered to give a practical, realistic experience to the student. Team teaching, programmed instruction, and individualized instruction are effective means of providing flexibility to meet individual needs. Programs should be designed to develop students to become responsible and capable of making sound decisions.

SPECIAL NEEDS

Office education is in a unique position to help students with special needs by providing various levels of competency to which the students can aspire. Educational incentives are provided through the use of selected materials according to the individual's ability.

YOUTH GROUPS

Business students should be encouraged to join a cocurricular youth organization. Future Business Leaders of America (FBLA) is the national organization with which Arizona is affiliated. Membership serves to reinforce classroom activity, deepen a career interest, and broaden goals. Involvement in FBLA/VOCA enables members to develop poise, decision-making powers, responsible attitudes, and other qualities of leadership.

PREFACE

The curriculum for business and office occupations must be responsive to the complex and changing demands of the business world. Today's curriculum must help students develop skills, attitudes, and knowledge needed for our technological society and must provide a basis on which those students can continue in some form of education that will equip them to take their place in a highly mechanized living situation.

This Curriculum Guide is designed to meet that challenge. In order to assist teachers who are preparing students for business careers, many curriculum innovations have been integrated in this 1974 edition. This guide is based upon the use of the CAREER CLUSTER concept. Major areas of emphasis in business and office occupations are divided into four clusters: accounting/data processing, clerical, preprofessional, and stenographic/secretarial. Each cluster is described in terms of function, job opportunity, training, duties performed, and necessary personal traits. Appropriate MODULES OF INSTRUCTION are identified in each cluster. These modules contain a description, suggested grade level, and an approximate time for instruction. Student performance objectives, evaluation techniques, along with content and learning activities are also included in the modules.

Each module of instruction contains from one to four LEVELS OF COMPETENCY which are identified as follows:

Level	I	Introduction or Basic Skill Development
Level	II	Reinforcement or Expansion
Level	III	Refinement or Application
Level	IV	Specialization or High Proficiency

Because of the increased emphasis on cooperative programs, a separate section on cooperative office education is a vital part of this guide. It is assumed that this program is the capstone of instruction for business and office occupations and should be made available to any student who has a career interest in business. The suggestions presented should be of assistance in coordinating classroom study and on-the-job training. Some specific modules of instruction, which are unique to COE, are presented to be used along with other modules within this guide.

This guide is designed for the beginning and experienced teacher. The most functional part of this resource is that it can be inserted into a three-ring, loose-leaf notebook. If any part of it becomes obsolete or non-functional, pages can easily be removed or replaced. Modules of instruction are separately bound to facilitate their use.

This format should enable teachers to analyze student needs and select the appropriate instructional module in any preferred order. It may be adapted to any curriculum design, class size, or student ability. Articulation may be improved among the various educational environments within the state through the use of relevant content and realistic suggested standards provided within this guide.

DEFINITION OF TERMS

CAREER CLUSTER

A career cluster, as used in this Curriculum Guide, is an organized program of instruction which provides opportunities for students to prepare for and achieve their career objectives. Each cluster is comprised of related learnings for entry-level positions in a variety of business and office occupations.

MODULE OF INSTRUCTION

A module of instruction is a segment or unit of study which provides learning experiences appropriate to a selected phase of business and office occupations. The content, teaching techniques, and evaluation procedures within the modules are based on the relevancy of marketable skills in the world of office work. Some modules are extensive and cover a complete subject area while others are designed for enrichment, review or supplementary purposes. The modules of instruction are intended to provide teaching guidelines to be used along with additional reference sources. They may be used for groups of any size or for individualized instruction.

LEVEL OF COMPETENCY

A level of competency refers to that degree of skill and knowledge needed for any selected occupation within a cluster. It is related to the performance standards which are expected of students for an entry-level position.

CAREER CLUSTERS

ACCOUNTING/DATA PROCESSING CLUSTER

The accounting/data processing cluster is designed to give the student a working knowledge for an entry-level position. It must be recognized that entry-level accounting/bookkeeping positions are limited, while data processing offers a greater variety of jobs. The processing of data is an integral part of the operation of government, education, business, industry, medical science, and related research which requires many employees. Both areas are concerned with processes involved in recording, classifying, summarizing, and interpreting financial data. Their close relationship in the business world provides the basis for integrating them in classroom instruction.

Entrance into this area of work includes a knowledge of bookkeeping and accounting terminology and the accounting cycle in simple form. An understanding of the individual's role in accounting--from the care which must be given handwritten documents to the selection of data for machine processing--is a necessary part of the training.

The students who enter either of these areas should enjoy working with numbers and machines. They should possess an ability for detail and for accuracy.

Positions available in the clerical accounting area might include:

- Bookkeeping and accounting clerks
  - Payroll
  - Accounts receivable
  - Accounts payable
  - Statement
  - Posting machine

Positions available in the data processing area might include:

- Keypunch operator
- Coder
- Data distributor
- Data entry clerk
- Data typist
- Card filer
- Program filer
- Data processing librarian
- Proofreader
- Magnetic tape handler

CLERICAL CLUSTER

The clerical career cluster is designed to equip a student with marketable skills for adaptation to the specific tasks of automated office work now and in the future. The student will perform tasks necessary to give management more complete and accurate data for fast decision making.

The instruction for entry-level employment should consist of an integration of selected office education activities designed to give the student technical skills, human relations skills, business knowledge, and professional attitudes. Competencies should be developed in filing, duplication, record keeping, mail handling procedures, telephone techniques, payroll, preparation of invoices, and the operation of business machines. Though shorthand is not required in this sequence, some abbreviated system for taking instructions, telephone messages, and other items may be extremely helpful.

The duties of a clerical worker may include computing business problems, operating office machines, typing, and processing data by recognized office procedures and routines. In order that the workers may be effective at an employable level of competency, they should have a working understanding of the communication processes in an office. Attention to detail is important as many of the duties may be routine and repetitive.

Clerical opportunities can be found in the fields of civil service, finance, government administration, insurance, hospital administration, banking, hotel administration, legal services, manufacturing, real estate, retailing, and wholesaling.

Some of the positions to which the student may aspire include:

- Cashier
- Machine operators
    - Bookkeeping and billing
    - Computing
    - Duplicating
    - Keypunch
- Receptionist
- Messenger
- PBX (switchboard) operator
- Teller
- Clerk typist

Specialized clerical positions are available in:

- Accounts payable
- Accounts receivable
- Billing and credit
- General office
- Mail
- Order and purchasing
- Payroll
- Personnel
- Records management (filing)
- Sales
- Shipping and receiving
- Stock and inventory
- Traffic

These positions are frequently stepping stones to managerial positions, such as:

- Administrative assistant
- Credit supervisor
- Office manager
- Shipping-receiving supervisor
- Payroll supervisor
- Records supervisor

PREPROFESSIONAL CAREER

The preprofessional cluster is designed for those students who wish to acquire a basic foundation in business for the purpose of pursuing specialized training at the post-secondary level.

The primary objectives would include:

Providing students with a broad general background in business.

Introducing students to potential business careers.

Providing information about educational institutions (vocational-technical, community colleges, universities, etc.) where specialized training can be obtained.

Providing students with a background for advanced study in the specific area of their choice.

Aiding students to develop the ability to communicate effectively.

Giving students at least an acquaintanceship level of typing and machines to serve as tools for them in their pursuit of advanced training.

Instruction in various areas, such as economics, law, accounting, data processing, records management, and business procedures may be included. Duties involve planning, organizing, directing, and controlling. Necessary leadership qualities are an understanding of human behavior, decision-making abilities, and a sense of dedication.

It is impossible to list all of the positions available in business, but opportunities may be found in the fields of:

Accounting
Banking
Business systems
Data processing
Finance
Investments
Law
Personnel
Public relations
Real estate
Records management and control
Taxes

STENOGRAPHIC/SECRETARIAL CLUSTER

The stenographic/secretarial career cluster is designed to prepare students to enter and succeed in the business world by developing skills, knowledge, and attitudes required to fill entry-level jobs such as that of stenographer, receptionist, or correspondence clerk. Their training with additional job experience should enable them to advance to the position of an executive secretary, administrative assistant, or to other managerial positions in business.

Entrance into this phase of business includes skills in typing, business and office machines, filing and records management, financial records, composition, shorthand or machine transcription, communication facilities, and other pertinent office procedures. Some positions in this category do no require shorthand, but the students' employment potential may be enhanced with a marketable skill in shorthand and transcription.

Desirable personal characteristics such as initiative, judgement, poise, tact, pleasing personality, and good grooming are essential factors in the success of those who enter this cluster.

Duties in the stenographic/secretarial area may include a variety of activities: transcription of letters and reports from machine or personal dictation, word processing, decision making, or assuming the general management of the office.

Some of the positions to which the students may aspire are within the following areas:

Civil service
Medical or paramedical
Legal or paralegal
Education
Service organizations
Government--local, state, national
Technical
Religion

LEVELS OF COMPETENCY FOR CAREER CLUSTERS

The following chart indicates suggested levels of competency for each career cluster. The indicated levels for stenographic/secretarial, clerical, and accounting/data processing are based on job-entry competency. The preprofessional cluster includes levels which provide a background for advanced training. The levels are identified as:

Level	I	Introduction or Basic Skill
Level	II	Reinforcement or Expansion
Level	III	Refinement or Application
Level	IV	Specialization or High Proficiency

	CAREER CLUSTERS			
Modules of Instruction	Stenographic Secretarial	Clerical	Accounting Data Processing	Preprofessional
TYPING	IV	III	II	I
SHORTHAND	IV***			
COMMUNICATION AND LANGUAGE SKILLS	I*	I*	I*	I*
TELEPHONE TECHNIQUES	II	II	I	I
JOB APPLICATION	II	II	II	II
MAILING PROCESS	II	II	I	I
REFERENCE SOURCES	III	II	II	I
RECORD KEEPING/FINANCIAL RECORDS	II	II	II	II
BOOKKEEPING/ACCOUNTING	I	I	II*	I

DATA PROCESSING	I	I	II*	I
BUSINESS MATH	III	III	III	III
ADDING AND CALCULATING MACHINES	II	III	III	I
TRANSCRIBING MACHINES	III**	III	I	I
REPROGRAPHICS/DUPLICATION	III	III	I	I
WORD PROCESSING	II	II	I	I
PERSONAL ADJUSTMENT/HUMAN RELATIONS	III	III	II	IV
BUSINESS ORGANIZATION	I*	I*	I*	I*
FILING/RECORDS MANAGEMENT	II	III	III	I
TRAVEL	II	I	I	I
BUSINESS LAW	I	I	I	I

*Modules of instruction included in this guide have been developed only to the indicated level. It is suggested that the student in this cluster obtain a higher level of competency in this area. It is hoped that the curriculum will allow for more extensive study. These modules were designed to be used for review or supplementary purposes.

**Modules of instruction have been developed to a higher level of competency than is indicated. If the student in this cluster does not have shorthand skills, development of the higher level is suggested.

***This module is suggested for the secretarial/stenographic cluster; however, some entry level secretarial positions do not require shorthand.

ALPHABETIC INDEX

	PAGE
ACCOUNTING/BOOKKEEPING	I-1
ACCOUNTING/DATA PROCESSING CLUSTER	8
ADDING AND CALCULATING MACHINES	L-1
ADVISORY COUNCIL ON VOCATIONAL-TECHNICAL EDUCATION (STATE)	ii
ARIZONA DEPARTMENT OF EDUCATION	i
AUTHORS OF CURRICULUM GUIDE	iii
BOOKKEEPING/ACCOUNTING	I-1
BUSINESS LAW	T-1
BUSINESS MATH	K-1
BUSINESS ORGANIZATION	Q-1
CAREER CLUSTERS DEFINITION	6
CLERICAL CLUSTER	9
COMMUNICATION ARTS--OVERVIEW	C1-1
COOPERATIVE OFFICE EDUCATION	COE-i
CURRICULUM GUIDE AUTHORS	iii
DATA PROCESSING	J-1
DATA PROCESSING/ACCOUNTING CLUSTER	8
DEFINITION OF TERMS	5
DUPLICATION/REPROGRAPHICS	N-1
FILING/RECORDS MANAGEMENT	R-1
FINANCIAL RECORDS/RECORD KEEPING	H-1
HUMAN RELATIONS/PERSONAL ADJUSTMENT	P-1
JOB APPLICATION	E-1
LANGUAGE SKILLS	C2-1

LEVELS OF COMPETENCY IN CAREER CLUSTERS........................ 13
LISTENING.. C3-1
MACHINE TRANSCRIPTION.. M-1
MAILING PROCESS.. F-1
MODULES OF INSTRUCTION... 17
ORAL COMMUNICATION... C5-1
PERSONAL ADJUSTMENT/HUMAN RELATIONS.............................. P-1
PREFACE.. 3
PREPROFESSIONAL CLUSTER.. 11
PROFESSIONAL RESPONSIBILITIES IN BUSINESS AND OFFICE OCCUPATIONS..... 1
READING.. C4-1
RECORD KEEPING/FINANCIAL RECORDS................................. H-1
RECORDS MANAGEMENT/FILING.. R-1
REFERENCE SOURCES.. G-1
REPROGRAPHICS/DUPLICATION.. N-1
SECRETARIAL/STENOGRAPHIC CLUSTER................................. 12
SHORTHAND.. B-1
STATE BOARD OF EDUCATION... ii
STATEMENT OF ASSOCIATE SUPERINTENDENT OF CAREER EDUCATION........... iv
STATEMENT OF DIRECTOR OF BUSINESS AND OFFICE OCCUPATIONS............ vi
STATEMENT OF SPECIALIST OF BUSINESS AND OFFICE OCCUPATIONS.......... vi
STENOGRAPHIC/SECRETARIAL CLUSTER................................. 12
TELEPHONE TECHNIQUES... D-1
TRANSCRIBING MACHINES.. M-1
TRAVEL... S-1
TYPING... A-1
WORD PROCESSING.. O-1
WRITING.. C6-1

TYPING

TYPING

DESCRIPTION

Suggested Grade Level
9, 10, 11, 12

Approximate Time
60-360 hours

The foundation of good typing techniques and the continuous development of each student to the maximum of his potential is the goal of modern typing instruction. This module will help to build a foundation in the techniques of typing and through the levels of instruction, lead the student through the sequence of skill development from the personal use level to the employable level.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Introduction to Typing	Reinforcement of Basic Typing Skills	Production Typing	Proficiency in Typing

TYPING

Suggested Straight-Copy Standards

Level I 3-Minute Timings with 0 to 6 errors	Level II 3-Minute Timings with 0 to 5 errors	Level III 5-Minute Timings with 0 to 5 errors	Level IV 5-Minute Timings with 0 to 5 errors
35-up--A	45-up--A	55-up--A	60-up--A
30-34--B	40-44--B	50-54--B	55-59--B
25-29--C	35-39--C	45-49--C	50-54--C
20-24--D	30-34--D	40-44--D	45-49--D

TYPING

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Using a technique check sheet containing 30 items	the student will score	80 percent after 20 hours of instruction as measured by the teacher
Given a 3-minute straight-copy paragraph timing	the student will touch type	with 25 gwam with not more than 6 errors
Given 10 matching questions on the operative parts and care of the typewriter	the student will correctly match each term	with 80 percent accuracy within 10 minutes
Given a half-sheet of paper and a problem containing 5 lines	the student will center the problem vertically and horizontally	with 80 percent accuracy within 10 minutes
Given 10 proofreaders' symbols to match with their meanings	the student will match the symbols	with 80 percent accuracy within 10 minutes

TYPING

Level I

CONTENT OUTLINE

- Introduction to Typing
  - Keyboard
    - Touch Method
  - Typewriter Operative Parts
    - Care of the Typewriter
  - Techniques
  - Speed and Accuracy Development
  - Tabulation
  - Centering
    - Vertical
    - Horizontal
    - Columnar Headings
  - Proofreading
    - Typing Accuracy
    - Proofreaders' Symbols

LEARNING ACTIVITIES

Demonstrate good typing techniques frequently to the students and limit verbalizing.

Demonstrate operation of the basic typewriter parts.

Observe students typing and recommend and demonstrate improvements in their techniques.

Remind the students of the purpose of each lesson.

In the first few weeks, how the student types is more important than what the student types.

Utilize the entire typing period from warmup to cleanup.

Use a technique check list to evaluate student's typing techniques.

Teach the proper care of the typewriter including how to clean the typewriter and how to change the ribbon.

Help the students set short range goals that can be achieved such as short 12-second paced timings.

The teacher should demonstrate correct tabulating and centering techniques while the student imitates the procedures.

CONTENT OUTLINE	LEARNING ACTIVITIES
Introduction to Typing (Continued)	Use instructional recordings to accompany the textbook thus freeing the teacher to provide individualized assistance. Teach proofreading symbols and have students use the symbols when they proofread their own work.

TYPING

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a 3-minute straight-copy paragraph timing	the student will touch type	with 35 gwam with not more than 5 errors
Given a 1-minute timing on statistical copy	the student will touch type	with 20 gwam with not more than 2 errors
Given a 25 question objective test covering the parts, styles, placement and special parts of the business letter and envelope	the student will answer the questions	with 80 percent accuracy within 20 minutes
Given 3 arranged letters with each containing approximately 100 words	the student will type the letters	at the rate of 16 wpm with all errors corrected according to pre-determined standards set by the teacher within 20 minutes
Given an arranged outline containing approximately 100 words	the student will type the outline in correct form	at a rate of 16 wpm with all errors corrected according to pre-determined standards set by the teacher within 6 minutes
Given a 1-page straight-copy rough draft corrected by proofreaders' symbols and containing a footnote	the student will type the manuscript in correct unbound form	at a rate of 20 wpm with all errors corrected according to pre-determined standards set by the teacher within 15 minutes

TYPING

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a straight-copy paragraph containing approximately 50 words and with no punctuation, incorrect word division, and spelling errors	the student will correctly type the paragraph	at a rate of 20 wpm with all errors corrected according to pre-determined standards set by the teacher within 2 minutes

TYPING

Level II

CONTENT OUTLINE

- Reinforcement of Basic Typing Skills
  - Improving Speed and Accuracy
  - Improving Techniques
  - Number and Statistical Typing
  - Error Correction
  - Business Letter
    - Parts
      - Date Line
      - Salutation
      - Body
      - Postscript
      - Other
    - Letter Styles
      - Block
      - Modified Block
      - AMS Simplified
      - Other
    - Letter Punctuation
      - Open
      - Mixed
    - Letter Placement
    - Carbon Pack
  - Envelopes
    - Size
    - Address Placement
    - Folding Letter for Insertion

LEARNING ACTIVITIES

If available, use the videotape recorder to record students typing to analyze techniques.

Use the videotape recorder to present and/or review certain lessons.

Considerable drill on numbers should enable all students to type numbers by touch.

Use a controlled reader to build speed.

Teach the proper place and use of common correction aids--typing eraser, correction tape, correction fluid, etc.

Have students practice using spreading, squeezing, and alignment of letters.

Prepare transparencies to illustrate the various parts of the business letter.

Discuss various letter styles and letter punctuation.

Assist students to estimate the proper position for typing the address on the envelope.

Use programmed material for individualized instruction.

TYPING

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Reinforcement of Basic Typing Skill (Continued) Outlining Manuscript Footnotes Unbound Related Typing Skills Capitalization Punctuation Number Typing Rules Word Division Rules Spelling Grammar Other Tabulation Reinforcement Composing Proofreading Reinforcement Language Arts Skills	Drill on individual parts of the manuscript by giving short timings. Dictate short sentences while students type and apply correct rules as to capitalization, punctuation, etc. Ask students to correctly type a straight-copy paragraph containing no punctuation, incorrect word division, spelling errors, etc. Help students salvage as much work as possible by making proper corrections rather than have them retype or red mark the students' papers. Ask students to type lists (student's names, typewriter parts, etc.) to introduce composing. Ask students to compose at the typewriter short memorandums and business letters. Assist students in determining between correctable and uncorrectable errors as well as mailable and unmailable copy. Teach different proofreading methods Proofread all material before it is removed from the typewriter. Proofread after the material has been removed from the typewriter. Proofread in a team by having the typist read the original copy while another person proofs the typed copy.

TYPING

Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a 5-minute straight-copy paragraph timing	the student will touch type	with 45 gwam with not more than 5 errors
Given a 2-page rough draft manuscript corrected by proofreaders' symbols and containing 2 footnotes	the student will type the manuscript in correct left-bound form	at a rate of 25 wpm with all errors corrected according to pre-determined standards set by the teacher within 30 minutes
Given a series of frequently used business forms (invoice, purchase order, bill of lading)	the student will correctly type information on the appropriate form	at a rate of 11 wpm with all errors corrected according to pre-determined standards set by the teacher within 30 minutes
Given an interoffice memorandum, 2 short letters, and 3 envelopes	the student will correctly type	at a rate of 20 wpm with all errors corrected according to pre-determined standards set by the teacher within 30 minutes
Given a 3-column arranged table containing 8 items with a subheading and columnar headings	the student will correctly type	at a rate of 12 wpm with all errors corrected according to pre-determined standards set by the teacher within 15 minutes
Given a 1-page rough draft copy containing 10 common errors	the student will mark the copy with proofreaders' symbols	with 80 percent accuracy within 10 minutes

TYPING

Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a short incoming memorandum that contains 4 major points to be answered	the student will compose and type a short answer in correct memorandum form	with 80 percent accuracy within 10 minutes

TYPING

Level III

CONTENT OUTLINE

- Production Typing
  - Speed and Accuracy Development
  - Manuscript
    - Leftbound
    - Topbound
    - Side Headings
    - Rough Draft
      - Handwritten Copy
      - Typed Copy
    - Statistical Copy
    - Footnotes
    - Bibliography
  - Business Forms
    - Interoffice Memorandum
    - Invoice
    - Purchase Order
    - Bill of Lading
    - Other
  - Tabulation
    - Boxed
    - Ruled
    - Tables
  - Applying Letter and Memorandum
  - Typing Skills
  - Proofreading
    - Typing Accuracy and Layout
  - Composing

LEARNING ACTIVITIES

Give short exploration timings for speed building.

Give short control level timings to develop accuracy.

Ask students to take dictation at the typewriter or type from handwritten materials.

Use a workbook and other commercially prepared laboratory materials.

Have students collect samples of business forms—letterheads, invoices, telegrams, etc.

Teach chain feeding of cards, envelopes, and other typing short-cuts to increase the efficiency of the typist.

Assist the typing student in learning how to estimate margin and tabulator sets and not to rely on specific directions to produce an attractive copy.

As a homework assignment, have students proofread the lesson typed that day.

Compose a memorandum to student council relative to some current school problem.

TYPING

Level IV

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a 5-minute straight-copy paragraph timing	the student will touch type	with 50 wpm with not more than 5 errors
Given 3 medium length unarranged rough draft letters with tables	the student will type the letters in mailable form	at a rate of 25 wpm with all errors corrected according to pre-determined standards set by the teacher within 30 minutes
Given a business letter requiring an answer	the student will compose a letter and type an answer	with 80 percent accuracy within 30 minutes according to predetermined standards set by the teacher
Given a 1-page rough draft copy containing 20 common errors	the student will mark the copy with proofreaders' symbols	with 90 percent accuracy within 15 minutes
Given 25 objective questions on special typewriters and their operation	the student will answer the questions	with 80 percent accuracy within 20 minutes

TYPING

Level IV

CONTENT OUTLINE	LEARNING ACTIVITIES
Proficiency in Typing Improving Speed and Accuracy	Visit a large office to see masters and plates being made from photo-ready copy.
Preparing Model Copies for Reproduction Electronic Stencil Cutter	Refer to Reprographic/Duplicating Module.
Electronic Spirit Master Maker Photo Copy Other	Encourage the proper use of reference sources--typing style manual, dictionary, secretary handbook, etc.
Unfamiliar and Unarranged Business Correspondence Tabulations	Use integrated or in-basket projects to expose students to various types of offices--government, insurance, technical, etc.
Labels and Cards Forms Reports	Use sample employment tests--civil service and private industry.
Proofreading Composing	Assist the students in analyzing errors and determining the best method of correction.
Routine Business Correspondence	Give the student a letter to answer.
Special Typewriters Basic Operation Centering Justifying Right Margin	Use machine manufacturer's instruction materials or develop a project to help student learn the operation of special typewriters.
	Refer to Word Processing Module.

SHORTHAND

SHORTHAND

DESCRIPTION

Suggested Grade Level
10, 11, 12

Approximate Time
180-360 hours

Shorthand used by stenographers and secretaries enables them to obtain and hold positions in business. It is used by businessmen and women who are relieved of the burden of writing longhand when they must take notes, draft reports, and prepare memoranda.

Many places require shorthand to get a job. Others, after you have the job, require shorthand to progress. This is why night school shorthand classes are so prevalent.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Orientation	Theory	Theory	Theory
Theory	Reading	Speed Building	Dictation
Reading and Writing	Dictation	Transcription	Transcription
Dictation	Transcription		
Transcription	Attitudes		
Varied Ideas for Shorthand Teaching			

SHORTHAND

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 50 teacher-written shorthand outlines previously studied	the student will transcribe in longhand	within 20 minutes with the following measurement: 95-100--A 90- 94--B 80- 89--C 70- 79--D
Given textbook connected matter (at transcription rate required by instructor)	the student will transcribe in longhand	for 3 minutes at 95 percent accuracy
Given 50 dictated brief forms, words and phrases previously studied	the student will transcribe in longhand	within 20 minutes with the following measurement: 95-100--A 90- 94--B 80- 89--C 70- 79--D
Given dictation for 3 minutes on practiced material (60-100 wpm)	the student will transcribe the material in longhand	with 95 percent accuracy within 15 minutes
Given dictation for 3 to 5 minutes on new matter material (40-60 wpm)	the student will transcribe the material in longhand	with 95 percent accuracy within 30 minutes

Note: Pullis suggests that if 3-minute dictation tests are used, standards should be revised to make them more comparable to the 5-minute tests used.

SHORTHAND

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Orientation	Explain that office workers return to night school for shorthand to make advancement possible because shorthand writers command a higher wage and many jobs require shorthand. Justify homework by telling students that skill development is dependent upon regular practice. (Teacher must have principal's support.) Students should have had typing or be currently enrolled.
Theory Phonics	Pretest and provide remedial work in phonics if necessary. Correct writing of shorthand outlines should be stressed. Stress brief form derivatives. Theory tests should be given.
Reading and Writing Classroom Homework	Discuss and demonstrate organization of materials, posture, handwriting positions, position of notebook and marking of notebook. Read for a short time from: Textbook plates Controlled reader with filmstrips Homework notes Classroom dictation Point of introduction to be determined by individual instructor. Instructor should teach how to write homework. Additional reading and writing practice must be provided, especially for the principles which are used infrequently in the textbook, e.g. brief form derivatives, etc.

SHORTHAND

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Dictation Practice Tests	Instructor dictates from homework and new materials Ascending method Descending method Dictation and transcription for 1, 2, 3 minutes on practiced material.
Transcription Practice Aids Grammar Spelling Punctuation Vocabulary Tests	Transcription can be either handwritten or typewritten. Use textbook suggestions or teacher-made materials. Dictation and transcription on new material at 40 to 60 words per minute. Try to use takes related to practiced material.
Varied Ideas for Teaching Shorthand	Instructor should consider the following resources for teaching methods: Textbook manuals Current publications Seminars Methods texts Dialing for dictation (arrangements made through telephone company) Students dictate to each other Bingo to reinforce theory and geographic terminology Compose letters in shorthand in answer to Dear Abby, Dear Ann, etc. Have other people dictate to students Draw pictures using shorthand characters

SHORTHAND

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Varied Ideas for Teaching Shorthand (Continued)	Crossword puzzles requiring shorthand characters Flash cards Word charts Gregg Tests and Awards for motivators Today's Secretary Films Preview word sheets Television Records Radio Tapes

68

67

SHORTHAND

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 50 dictated brief forms, words and phrases previously studied	the student will transcribe in longhand	within 20 minutes with the following measurement: 95-100--A 90- 94--B 80- 89--C 70- 79--D
Given dictation on new matter material for 3 or 5 minutes	the student will transcribe the material either at the typewriter or in longhand	within 30 minutes with 95 percent accuracy
		At the end of Level II it is recommended the following grades be used for 5 minute writings 80 wpm--A 70 wpm--B 60 wpm--C 50 wpm--D They should have passed the 60 wpm take to go on to Level III

Note: Pullis suggests that if 3-minute dictation tests are used, standards should be revised to make them more comparable to the 5-minute tests used.

SHORTHAND

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Theory Brief Forms and Derivatives Phrases Most Used Words	Reinforce and expand the command of writing words.
Reading	Have student read from: Homework Classroom dictation Textbook plates
Dictation	Instructor should dictate at various speeds from: Textbook material Material related to subject matter being used New material If a lab is available, have students take dictation at their own level and for additional practice. Methods of Dictation Ascending Descending Office Style
Transcription	Have students practice transcribing at the typewriter from the textbook with emphasis placed on spelling and punctuation. Transcribe dictated materials at the typewriter. Transcribe utilizing proper letter styles.

SHORTHAND

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Attitudes	Develop sense of personal pride in quality of work, managing materials and organization. Develop desire to produce mailable copy. Develop proofreading skills. Develop ability in reading for content.

SHORTHAND

Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 50 dictated brief forms, words or phrases	the student will transcribe	within 20 minutes with the following measurement: 95-100--A 90- 94--B 80- 89--C 70- 79--D
Given dictation on new matter for 5 minutes	the student will transcribe the material at the typewriter	within a minimum production rate of 10 words per minute with 95 percent accuracy At the end of Level III it is recommended the following grades be used for 5 minute writings: 100 wpm--A 90 wpm--B 80 wpm--C 70 wpm--D
Given 3 letters for approximately 3 minutes (dictated at a speed 10 words a minute less than 5-minute test student is on)	the student will transcribe at the typewriter	in mailable form 2 out of 3 letters with minimum transcription rate of 10 words per minute

SHORTHAND

Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
		At the end of Level III it is recommended the following grades be used for mailable letters: 90 wpm--A 80 wpm--B 70 wpm--C 60 wpm--D

Note: Pullis suggests that if 3-minute dictation tests are used, standards should be revised to make them more comparable to the 5-minute tests used.

SHORTHAND

Level III

CONTENT OUTLINE	LEARNING ACTIVITIES
Theory	Continue building and reinforcing the writing of words and phrases. Illustrate shortcuts for selected words.
Speed Building	Continue to build speed in taking shorthand by: Ascending method Descending method Office-style dictation Other
Transcription	Continue to refine transcription skills Spelling Punctuation Related learnings--decision making, problem solving, etc. Pride in work quality Vocabulary building

SHORTHAND

Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 50 dictated outlines previously studied	the student will transcribe the outlines	within 20 minutes with the following measurements: 95-100--A 90- 94--B 80- 89--C 70- 79--D
Given dictation on new matter for 5 minutes	the student will transcribe the material at the typewriter	within a minimum of 15 words a minute with 95 percent accuracy
		At the end of Level IV, the student should be able to take 5 minute writings for the following grades: 110 wpm--A 100 wpm--B 90 wpm--C 80 wpm--D
Given 3 mailable letters for approximately 3 minutes (dictated at a speed 10 words a minute less than the 5-minute test)	the student will transcribe the material at the typewriter	in mailable form 2 out of 3 of the letters with minimum transcription speed of 15 words per minute

SHORTHAND

Level IV

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
		At the end of Level IV, the student should be able to take mailable letters for the following grades: 100 wpm--A 90 wpm--B 80 wpm--C 70 wpm--C

Note: Pullis suggests that if 3-minute dictation tests are used, standards should be revised to make them more comparable to the 5-minute tests used.

SHORTHAND

Level IV

CONTENT OUTLINE	LEARNING ACTIVITIES
Theory	Continue building and refining vocabulary and specialized vocabulary.
Dictation	Continue building speed in dictation. Give specialized dictation: medical, legal, technical, etc. Continue building speed and ability to take office-style dictation.
Transcription	Continue to build speed and accuracy in transcription. Give students practice in handling instructions both stated and implied--enclosures, carbons, air mail, special handling, etc. Learn how to take and transcribe minutes of a meeting.

COMMUNICATION ARTS--OVERVIEW

COMMUNICATION ARTS
Overview Segment
DESCRIPTION

Suggested Grade Level
9, 10, 11, 12

Approximate Time
Total Communication Module: 33-90 hours
Overview Segment: 3- 5 hours

Communication is paramount for the successful conduct of American business enterprise. Effective communication saves time, prevents mistakes, and promotes the objectives of the organization with the least cost and the greatest results. The efficient office worker recognizes that he can best achieve his goals if he has the cooperation of the persons with whom he works; his ability to communicate effectively with others enables him to influence their attitudes and actions. To do this, he must learn a language and develop skills in using it. An effective writer in an office--like an effective speaker, listener, or reader--is simply a person who has mastered the art.

Utilize the services of your local English, speech, reading instructors and therapists in obtaining evaluative and refinement instruments and activities for the presentation and future development of the Communication Arts Module.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Importance of Communication in Business and Industry Ethical and Moral Codes Goals, Means and Needs Channels and Media Barriers Techniques of Communication	Continue Refinements of Level I Competencies	Continue Refinement of Level II Competencies	Continue Refinements of Level III Compentencies

In order to attain these additional levels of competencies, the student would be assigned the same basic activities in a more complex situation. The criteria for his completion would be more exacting and creativity would be stressed.

COMMUNICATION ARTS
Overview Segment
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given the results of a series of professionally administered diagnostic tests relating to the various segments of the Communication Arts Module	the student will analyze under the supervision of the specialists his problem areas by preparing in writing a program of development for use the entire year.	to be evaluated by the instructor to assess individual needs of the student
Given a list of the 5 goals of effective business communication and a selected list of the media of communication	the student will select 3 media for each goal and give a logical reason for each choice, the choice and reason meeting office standards	as measured by a predetermined criteria check list with 90 percent accuracy within a 15 minute time period
Given 4 case problems involving business communications in the office	the student will identify the barriers to effective communication existing in the situations at a level acceptable to the instructor	as measured by a predetermined criteria check list with 90 percent accuracy within a 30 minute time period
Given 5 decision and problem-solving situations involving business communications in the office	the student will describe and use several alternative methods acceptable to current office standards previously established by the instructor	as measured by a predetermined criteria check list with 90 percent accuracy within a 30 minute time period
Given 3 case problems involving office communication	the student will identify the responsibilities of the sender and the receiver in each situation	as measured by a predetermined criteria check list with 90 percent accuracy within a 20 minute time period

COMMUNICATION ARTS
Overview Segment
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Importance of Communication in Business and Industry	Changing emphasis in the activities will enable the teacher to use them in the other segments of this module.
Ethical and Moral Codes Personal and Professional Conduct Business and Community Relationships	Activities should be integrated with the activities presented in other modules.
Goals of Effective Business Communications Convey Information Assure Understanding Get Action Persuade Solve Problems	Direct students toward the development of a philosophy of communication using language as a tool for thinking, learning, and conveying thoughts and feelings. Use audio-visual media to help develop philosophy. Demonstrate the pitfalls and cautions in communication and, in a sense, show that every facet of human activity involves communications.
Means of Communication Speaking Listening Reading Writing	Have resource persons discuss job interviews, employment application forms, grooming for business, etc., regarding employment requirements. Obtain feedback by means of oral and/or written reports.
Determinations of Need Who What When Where Purpose and Approach Strategies	Provide in-basket situations to give students practice in making decisions, determining needs for communication, deciding what is to be done, and planning how it is to be done.

CONTENT OUTLINE	LEARNING ACTIVITIES
Channels of Communication Vertical Downward Upward Horizontal	Short writing assignments should be given when the language skills topics are being presented. Thus, basic language skill and structure can be integrated to produce a capability for accurate and clear expression.
Media of Communication (See List at End of Overview)	
Barriers to Communication Culture Language Words Meaning	In pantomine, try to express before the class some mannerisms of walk, hand movements, or facial expressions that distract and impede communication. Was the class able to identify the communication barrier you were trying to convey?
Techniques of Communication Elements Necessary Need Two or More Parties Senders Receivers Sender Responsibilities Know Self Technical Abilities Language Skills Media Development Skills Psychological Reactions Aural Visual	Have the student prepare, evaluate and compare the following samples of communication: handwritten, typewritten, student composition, teacher and/or text paragraph, edited from from rough draft. Samples may be selected from any one of the modules.

COMMUNICATION ARTS
Overview Segment
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Techniques of Communication (Continued) Sender Responsibilities (Continued) Know Facts of Message Short/Long Run Purpose Details of Subject Matter Effect Desired Informational Request for Action	Have the students investigate the bulletin board of a business. Analyze what they discover. Consider the kind of material displayed, the effect of the board, and its contents.
Know Best Media Types (visual, phone, letter, etc.) Advantages of Choices Disadvantages of Choices Special Requirements of Media Chosen Know Receiver Response to Sender's Purpose Personal Knowledge Psychological/Sociological Knowledge	As a means of helping the student develop an understanding of the need for office standards, they might discuss and compare the aspects of correct verses incorrect grammar, dress, or vocabulary; appropriate verses inappropriate words, media of communication; speed of hearing verses rate of speaking in oral communication, etc.
Develop Message Purpose Reader's Needs Information Available Company Policy Timing	The student needs editing exercises closely related to and integrated with other modules. These exercises should illustrate the differences between editing and composing orignial work.

CONTENT OUTLINE

- Techniques of Communication (Continued)
  - Sender Responsibilities (Continued)
    - Approach
      - Logical
      - Emotional
        - Fear
        - Self-Indulgence
        - Acquisitiveness
        - Self-Preservation
        - Curiosity
    - Strategy
      - Good News
      - Persuasive
      - Bad News
  - Receiver Responsibilities
    - Know Self
      - Technical Abilities
      - Psychological Reaction
    - Analyze Message
      - Recognize Purpose
      - Relevant
      - Details
        - Accurate
        - Complete
      - Response to Action
      - Request

LEARNING ACTIVITIES

The student should develop an awareness of words and how to express thoughts. They should be urged to develop a continuing habit of vocabulary enrichment by looking for new words in their daily reading and listening. The dictionary should be used consistently and efficiently. Thesaurus and other reference books should also be consulted.

Have student conduct a committee meeting, department meeting or other common business meeting. Take minutes and prepare report.

Have student prepare a list of 20 words that are "in" terms (current campus language). Have each student interview several classmates and adults about what they think these words mean. Develop class discussion about the use of colloquial and slang terms in communication between peers and between business associates. Emphasis would be placed on the appropriateness of language.

Have the class make a collection of letterheads, business letter styles, business correspondence, social-business correspondence, memorandums, business reports, telegrams, minutes, news releases, announcements, and application blanks for bulletin board displays, instructional purposes, etc.

CONTENT OUTLINE	LEARNING ACTIVITIES
Techniques of Communication (Continued) Receiver Responsibilities (Continued)	
Recognize Media Appropriate Utilization Accurate Adequate Know Sender Recognize Purpose Personal Knowledge Psychological/Sociological Knowledge Commitment to Receive Choice of Stimuli Conscious/Unconscious Aural/Visual Focus Attention Eliminate Extraneous Stimuli	Have the students recognize and demonstrate body language as an aspect of communication.
Receiver Advantages Increased Knowledge Understanding Critical Appraisal Appreciation Empathy New Enjoyment	The teacher should adapt the required emphasis, remedial work to be done, text materials and references, programmed texts and workbooks, and audio-visual materials to meet the educational background and vocational objectives of the individual student.

COMMUNICATION ARTS
Overview Segment
Level I

MEDIA OF COMMUNICATION

Abstracts
Administrative Orders
Advertisements
Agenda
Agreements
Announcements
Annual Reports
Applications

Bill Enclosures
Booklets
Bulletins
Business Articles
Business and Financial News

Catalogs
Certificates
Charts
Circulars
Citations
Collections Notices
Commemorative Literature
Complaints
Contracts
Coupons
Credit Forms and Letters

Data Sheets
Direct Mail Advertising
Directories
Dividend Notices

Educational Literature
Employee Publications

Financial Analyses
Financial Forms
Form Letters

Graphs
Goodwill Literature

Handbills
Handbooks
House Organs

Index Cards
Inquiries
Interviews
Instructions
Introductions
Invitations

Job Descriptions

Labels and Tags
Laws and By-Laws
Leaflets
Legal Briefs
Legal Documents
Letters (Writing Segment)

Manuals
Market Surveys
Memorandums
Messages
Minutes

Orders and Order Forms

Package Copy
Policy Statements
Posters
Press Releases
Procedures
Programs
Proposals
Prospectuses
Postal Cards

Questionnaires

Radio and Television
Commercials
Reading Rack Literature
Recruitment Literature
References
Replies to Inquiries
Reports
Requisitions
Research Studies
Resolutions
Resumes

Sales Presentations
Signs
Specifications
Speeches
Suggestions

Technical Papers
Telegrams
Training Aids

Wills

Etc.

COMMUNICATION ARTS--LANGUAGE SKILLS

COMMUNICATION ARTS
Language Skills Segment
DESCRIPTION

Suggested Grade Level
9, 10, 11, 12

Approximate Time
10-15 hours

The English language is studied to improve communication between persons. The communicator's framework of expression is language and the structure or pattern of language is what is commonly called grammar. The function of the language structure is to promote the clear, fluid communication of thoughts. The success of an office worker will depend upon how well he can express orally or on paper his facts and ideas. To develop messages that are clear and fluid and to communicate them effectively, he will need to master certain techniques of putting words together. The mastery of these techniques will help guard against anything that would block or confuse the reader or listener or that would distract attention from his central purpose.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Need for Improving Language Skills	Continue Refinements of Level I Competencies	Continue Refinements of Level II Competencies	Continue Refinements of Level III Competencies
Framework of Effective Communications			
Tools of the Writer			

In order to attain these additional levels of competencies, the student would be assigned the same basic activities in a more complex situation. The criteria for his completion would be more exacting and creativity would be stressed.

COMMUNICATION ARTS
Language Skills Segment
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given the results of a series of professionally administered diagnostic tests	the student will analyze under the supervision of the specialists his problem areas in language skills by preparing in writing a program of development for use the entire year	to be evaluated by the instructor to assess individual needs of the student
Given 10 simple sentences with capitalization not indicated	the student will capitalize where necessary	with 90 percent accuracy within 10 minutes
Given 20 sentences, some of which are incomplete	the student will identify and rewrite the incomplete sentences	with 90 percent accuracy within 20 minutes
Given a dictionary and an office manual and 10 sentences containing errors in word usage, abbreviations, and numbers	the student will correct the sentences	with 90 percent accuracy within 20 minutes
Given 20 sets of similar-sounding words and a list of definitions	the student will identify the correct definition for each word	with 90 percent accuracy within 10 minutes
Given 10 simple compound sentences with punctuation omitted	the student will punctuate the sentences	with 90 percent accuracy within 10 minutes

COMMUNICATION ARTS
Language Skills Segment
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 10 complex compound sentences with punctuation omitted	the student will punctuate the sentences	with 90 percent accuracy within 10 minutes
Given orally 100 business words from a predetermined, teacher-prepared list encompassing special and general vocabulaty terms	the student will type the words and indicate the meanings of 25 selected words	with 95 percent accuracy within 30 minutes
Given 1 page of an unedited business report and access to a reference manual and a dictionary	the student will locate and correct errors in spelling, punctuation, grammar, capitalization, number presentation	with 95 percent accuracy within 30 minutes
Given a paragraph of business material containing 25 mistakes in word usage, unnecessary repetitions, and access to a reference manual and a dictionary	the student will edit the paragraph	with 95 percent accuracy within 30 minutes

COMMUNICATION ARTS
Language Skills Segment
Level I

CONTENT OUTLINE

Need for Improving Language Skills

Framework of Effective Communications
- Abbreviations
- Capitalization
- Forms of Address
- Grammar
  - Sentences
  - Verbs
  - Nouns
  - Pronouns
  - Adjectives
  - Adverbs
  - Prepositions
  - Conjunctions
- Numbers
- Punctuation
  - Period
  - Comma
  - Semicolon
  - Colon
  - Question Mark
  - Exclamation Mark
  - Hyphen
  - Dash
  - Parentheses
  - Brackets
  - Elipses
  - Asterisk
  - Diagonal
  - Underscore

LEARNING ACTIVITIES

Changing emphasis in the activities will enable the teacher to use them in the other segments of this module.

Activities should be integrated with the activities presented in other modules.

Have student do one of the following activities to develop an understanding of the ways in which the language skills can be used on the job--interview, read in assigned literature, plan and develop a presentation (oral or written), etc.

Particular areas of grammar, punctuation and capitalization may be tested by means of diagnostic and achievement tests given at intervals and at the end of the course. A comparison of the results of an achievement test with the results of pretests will show the student's growth in that area. The testing may be particularized by asking the student to write an assignment and telling him that he is to be rated on any one or all of these attainments: spelling, sentence structure, grammar, content, layout. Any seriously impaired student should be sent to the proper specialist.

Creative thinking assignments may be made for the few exceptional students who may require little or no grammar review.

Have the student secure and analyze 3 printed advertisements from national media. Consider the apparent purpose, the choice of words, the type of appeal, and the effectiveness.

COMMUNICATION ARTS
Language Skills Segment
Level I

CONTENT OUTLINE

- Tools of the Writer
  - Vocabulary
    - Psychological Effects
    - General and Business Terms
    - Denotation and Connotation
    - Meaning from Context
    - Synonyms and Antonyms
  - Spelling
    - Rules
    - Plurals
    - Contractions
    - Possessives
    - Homonyms and Words Frequently Confused
    - Prefixes and Suffixes
    - Compounds
    - Special Word Lists
  - Hyphenation and Syllabication
  - Reference/Style Manuals
  - Dictionary Skills
    - Parts
    - Interpreting Dictionary Entries
    - Use of Thesaurus
  - Word Division

LEARNING ACTIVITIES

Meet in small group sessions and determine what each student sees (his mental picture or concept) when he hears such words as institution, organization, beauty. Think of other words and try them out on the group. Note words that elicit similar concepts and those that do not.

General words do not create specific concepts or precise pictures in a reader's mind. Have student list 20 words that are general and supply synonyms that are specific. Examples of general words: few, soon, long, many, etc.

Encourage the student to develop an extensive vocabulary with emphasis on business and related terminology. This is best done during the study of the specific modules.

Develop exercises to encourage student to recognize that words are different and serve different purposes. Select explicit or denotative words or phrases and then substitute synonyms that are more and more general or abstract. For example: claw hammer, carpenter's tool, hammering device, construction equipment, manufactured item, ten-penny nail, building material.

Have student substitute synonyms (words or phrases) that trigger more favorable or positive connotations for the following words: butcher, undertaker, brat, jalopy, tavern, big shot, used car, stool pigeon.

Have student substitute synonyms (words or phrases) that trigger negative or less favorable connotations for the following words: cabin, farmer, inexpensive, home, antique, slender, horse, youthful, beefsteak, teacher.

CONTENT OUTLINE	LEARNING ACTIVITIES
Tools of the Writer (Continued)	Have student analyze reaction to the following kinds of situations: name is misspelled, examples of business letters with spelling errors, grammatical errors.
	Student should use as soon as possible vocabulary terms learned in the various modules.
	Have student cut advertisements from newspapers and magazines that use descriptive words to sell their products. Have student develop psychological word list.
	Have student form habits of frequent and intelligent reference to the dictionary and other reference books on business communication.
	Have student list 10 words or phrases that refer to an official of their state. Beside this list, set up the 3 columns headed: Upgrade, Downgrade, and Neutral. Substitute in each column words that tend to trigger positive, negative, or neutral impressions. Example:

	UPGRADE	DOWNGRADE	NEUTRAL
Governor	Outstanding leadership	Lead us down the road to ruin	Govern

COMMUNICATION ARTS--LISTENING

COMMUNICATION ARTS
The Art of Listening Segment
DESCRIPTION

Suggested Grade Level
9, 10, 11, 12

Approximate Time
5-10 hours

Listening occupies more time than any other communication activity. Many workers in business and industry rely on listening skills in order to carry out their daily assignments. Every stenographer, machine operator, file clerk receives much information and many instructions orally from co-workers, from supervisors, and from customers. Failures in listening result in errors and misunderstandings, and these are costly in terms of time, money, and goodwill. The rewards of effective listening are great. They include increased knowledge, broadened experience, more and deeper friendships, increased job opportunities and promotions, development of facility in using language, and an increased appreciation of the spoken word.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Listening in Business and Industry Ethical and Moral Codes Need, Purposes and Techniques Barriers Improving Skills	Continue Refinements of Level I Competencies	Continue Refinements of Level II Competencies	Continue Refinements of Level III Competencies

In order to attain these additional levels of competencies, the student would be assigned the same basic activities in a more complex situation. The criteria for his completion would be more exacting and creativity would be stressed.

COMMUNICATION ARTS
The Art of Listening Segment
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given the results of a series of professionally administered diagnostic tests	the student will analyze under the supervision of the specialists his problem areas in aural skills by preparing in writing a program of development for use the entire year	to be evaluated by the instructor to assess individual needs of the student
Given a set of oral instructions and 10 true-false statements relating to the performance described in the instructions	the student will indicate which statements are true and which statements are false	with 90 percent accuracy within 10 minutes
Given a set of oral instructions	the student will follow them to provide the information or to complete the activity request with no major deficiencies in the performance	as measured by a predetermined criteria check list with 90 percent accuracy within 20 minutes
Given a specifically prepared lecture	the student will use critical listening evaluation techniques in order to respond to a series of 20 questions concerning the lecture designed to measure the use of those listening skills	with 90 percent accuracy within 15 minutes

COMMUNICATION ARTS
The Art of Listening Segment
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Listening in Business and Industry Why Essential Criteria for Effectiveness Forms of Communication Used	Changing emphasis in the activities will enable the teacher to use them in the other segments of this module. Activities should be integrated with the activities presented in other modules.
Ethical and Moral Codes Personal Business	Have students do one of the following activities to develop an understanding of the ways in which listening skills will be used on the job--interview, read in assigned literature, plan and develop a presentation (oral or written), etc.
Need for Effective Listening Listening and Learning Listening and the Job Listening and the Other Communication Arts Listening and Reading Listening and Speaking Listening and Writing	Have the student choose a business position that he would some day like to hold. In a paragraph, describe some of the listening activities that would be required of him in order to carry out his job duties. Divide the class into small groups to discuss a problem for a limited number of minutes. Each group has a chairman and a reporter, one of whom acts as spokesman for the group in reporting ideas, recommendations and opinions to the entire class.
Purposes of Listening Obtain Facts Determine Accuracy Understand Instructions Pleasure	Have the student prepare a short paragraph (no more than 100 words) that will instruct someone. Include sufficient information so that, when it is read aloud to others, they will know what they need to know or what they need to do. The following subjects can be used: changing the ribbon on a typewriter, changing the tire of a car, driving to where you live from the bus depot, making a candle, etc.

COMMUNICATION ARTS
The Art of Listening Segment
Level I

CONTENT OUTLINE

- Techniques of Listening
  - Determine Purpose
  - Mind Set
  - Accept Responsibility
  - Critical Evaluation
    - Use Spare Listening Time
    - Note Major Points
    - Recognize Details
    - Anticipate What Is Coming
    - Rephrase and Review
    - Detect Bias and Determine Motives
    - Take Notes

- Barriers to Good Listening
  - Vocabulary/Word Usage
  - Ego-Involvement
  - Emotions
  - Voice Inflections
  - Distractions
    - External
    - Internal

- Improving Skills of Listening
  - Listen for Understanding
  - Listen with Open Mindedness
  - Listen Actively
  - Listen Critically

LEARNING ACTIVITIES

Use a tape recorder to record a lecture or speech in which the speaker was visible to listeners and during which visual aids were used to supplement the speech. Play the tape back to the class to see if the speech can be followed without seeing the speaker or his aids.

Play a game of introductions. Divide the class into groups of 5 or 6. Each person is to assume another name and to introduce himself to the others. After all introductions are made, how many of the students can they reintroduce by their assumed names? Missing 1 name is par for the game; if a student misses more than 1, he was not listening.

Have the student list specific listening techniques he should use in any type interview.

Role play an interview practicing techniques of listening.

Have the students, between 2 class meetings, talk with 3 people very consciously analyzing the listening practices of each. Attempt to analyze their own roles and have them list their own listening weaknesses in each event.

Have the students list their own speaking weaknesses and strengths with comments on how they might overcome their weaknesses.

Develop listening exercises to indicate possible listening weaknesses in students. When necessary, refer students to a hearing specialist.

COMMUNICATION ARTS--READING

COMMUNICATION ARTS
Art of Reading Segment
DESCRIPTION

Suggested Grade Level
9, 10, 11, 12

Approximate Time
5-10 hours

All successful persons in business spend a good portion of their working day reading, and yet the ability to read and comprehend is taken so much for granted. No matter what business position one hopes some day to hold, reading will play an important part in one's occupational life. A survey made by the American Management Association indicates that the higher a person's position in the business world, the more he reads. The importance of reading skills cannot be overemphasized.

The school's reading specialists should be consulted for evaluative and refinement instruments and activities in the presentation and future development of this segment of the Communication Module.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Reading in Business and Industry Ethical and Moral Codes Need, Purposes and Techniques Improving Skills Selected Applications of Critical Reading Activities	Continue Refinements of Level I Competencies	Continue Refinements of Level II Competencies	Continue Refinements of Level III Competencies

In order to attain these additional levels of competencies, the student would be assigned the same basic activities in a more complex situation. The criteria for his completion would be more exacting and creativity would be stressed.

COMMUNICATION ARTS
The Art of Reading Segment
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given the results of a series of professionally administered diagnostic tests	the student will analyze under the supervision of the specialists his problem areas in reading by preparing in writing a program of development for use the entire year	to be evaluated by the instructor to assess individual needs of the student
Given a short article of not more than 500 words on the subject matter of 1 of the modules	the student will demonstrate his use of proper reading techniques by answering a series of 20 questions on the subject matter	with 90 percent accuracy within 25 minutes
Given 10 sets of incomplete and/or unclear written instructions	the student will determine and list the missing element(s) in each set of instructions	with 90 percent accuracy within 20 minutes
Given a set of written instructions and 10 true-false statements relating to the performance described in the instructions	the student will indicate which statements are true and which statements are false	with 90 percent accuracy within 10 minutes

COMMUNICATION ARTS
The Art of Reading Segment
Level I

CONTENT OUTLINE

- Reading in Business and Industry
  - Why Essential
  - Criteria for Effectiveness
  - Forms of Communication Used

- Ethical and Moral Codes
  - Personal
  - Business

- Need for Effective Reading
  - Educational Growth
  - Professional Development
  - Personal Pleasure
  - Reading and Other Communication Arts
    - Reading and Listening
    - Reading and Speaking
    - Reading and Writing

- Purposes of Reading
  - Background
  - Main Points
  - Details
  - Pleasure

LEARNING ACTIVITIES

Changing emphasis in the activities will enable the teacher to use them in the other segments of this module.

Activities should be integrated with the activities presented in other modules.

Have the student do one of the following activities to develop an understanding of the ways in which reading skills will be used on the job--interview, read in assigned literature, plan and develop a presentation (oral or written), etc.

Have a student prepare a list of ways an office employee will have to read during a typical day.

Assign reading exercises in which the major emphasis is placed on the ability to find correct information quickly when it is needed. Examples: filing and information gathering.

In addition to having the student proofread his own materials regularly, vary his exercises to include such other activities as exchanging materials, reading from carbon copies, overnight exercises, etc.

Have the student secure for study various office manuals. Prepare and present oral or written reports on a specific portion chosen by the instructor.

Have the student study examples of speeches, statistical reports, charts and graphs, abstractions of articles, publicity items, the preparation of which requires an employee to develop and possess critical reading skills.

COMMUNICATION ARTS
The Art of Reading Segment
Level I

CONTENT OUTLINE

Techniques of Reading
- Specific Information
- Understanding
- Instructions/Directions
- Copying/Checking
- Pleasure

Improving Reading Skills
- Eyes
- Reading Environment
- Speed and Rate
- Comprehension
  - Skim
  - Scan
  - Preview
  - Read Actively
  - Make Notes
  - Reread
  - Review

Selected Applications Requiring Critical Reading
- Abstracting Articles
- Accumulating Information Files
- Organizing Materials
  - Statistical Reports
  - Charts and Graphs
- Publicity
- Speeches and Reports

LEARNING ACTIVITIES

Have the student fill out an application blank following the written instruction.

During assigned reading periods, the teacher should observe reading skills. Watch closely for improper use of eyes, good reading environment, rate of reading--thought units, eyes moving from left to right, lips and tongue motionless, word beginning, vocabulary. When necessary, refer student to reading specialist.

Have student bring announcements from business page of newspaper to study the writing techniques used in preparing news releases.

The class is divided into teams which engage in a relay race to see which team can correctly complete a work-flow project. The race is designed to develop the ability to follow written (oral) instructions and work as a member of a team. The activity may also be used as a basis for oral discussion of interrelationships of jobs within an office. Example: each person may be responsible for a section of a payroll problem.

Have all students prepare minutes of a selected co-curricular meeting. At the same time this will provide opportunities for students to see specific parliamentary procedure in action.

COMMUNICATION ARTS--ORAL

COMMUNICATION ARTS
Oral Communication Segment
DESCRIPTION

Suggested Grade Level
9, 10, 11, 12

Approximate Time
10-20 hours

Most office workers tend to use oral communication more frequently than written communication. Because oral communication is so much a part of our everyday lives, we often overlook our inadequacies and take for granted that we are successful oral communicators. However, the number of errors and misunderstandings seems to indicate that there is room for improvement in the oral skills of almost everyone. The words we use, the way we put them together, plus our tone, pitch, volume, rate, enunciation, and pronunciation, all add up to a "you" that is evaluated by others. Therefore, one should be as much concerned about speech improvement as one is about personality improvement--for the two are inseparable. To many people your speech is you!

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Speaking in Business and Industry Ethical and Moral Codes Need for Effective Speaking Barriers Role of the Speaker Role of the Listener Person-to-Person Communications Improving Speaking Skills	Continue Refinements of Level I Competencies	Continue Refinements of Level II Competencies	Continue Refinements of Level III Competencies

In order to attain these additional levels of competencies, the student would be assigned the same basic activities in a more complex situation. The criteria for his completion would be more exacting and creativity would be stressed.

COMMUNICATIONS ARTS
Oral Communication Segment
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given the results of a series of professionally administered diagnostic tests	the student will analyze under the supervision of the specialists his problem areas in oral skills by preparing in writing a program of development for use the entire year	to be evaluated by the instructor to assess individual needs of the student
Given at least 20 predetermined survey questions that have been developed by the student with the approval of the instructor	the student will interview a manager/office employee of a small firm and develop and present the data collected in an informative oral report of not longer than 10 minutes	as measured by a predetermined criteria check list with 80 percent accuracy within a 1 week time period
Given oral instructions of a business nature	the student will follow them to provide the information or to complete the activity requested with no major deficiencies in the performance	as measured by a predetermined criteria check list with 90 percent accuracy within a 30 minute time period
Given a written set of instructions which require the completion of a physical activity or action	the student will give the same instructions orally to 3 classmates who must in turn perform the required activity with at least 2 of the 3 students satisfactorily completing the activity	as measured by a predetermined criteria check list with 90 percent accuracy within a 30 minute time period

COMMUNICATION ARTS
Oral Communication Segment
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a selected topic of interest to the student concerning his career objectives	the student will research, outline, and orally present a report	as measured by a predetermined criteria check list with 80 percent accuracy within a 3 week time period
Given a list of 20 different office situations involving the necessity for person-to-person communication	the student will indicate the purpose and the type of interview of each situation	as measured by a predetermined criteria check list with 90 percent accuracy within a 30 minute time period

142

141

COMMUNICATION ARTS
Oral Communication Segment
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES

Speaking in Business and Industry
  Why Essential
  Criteria for Effectiveness
  Forms of Communication Used
 	
Ethical and Moral Codes
  Personal
  Business
 	
Need for Effective Speaking
  Speaking and Learning
  Speaking and the Job
  Speaking and the Other Communication Arts
    Speaking and Reading
    Speaking and Listening
    Speaking and Writing
 	
Barriers to Oral Communication
  Distraction
  Attitudes
  Ego-Involvement
  Interest
	Changing emphasis in the activities will enable the teacher to use them in the other segments of this module.
	
	Activities should be integrated with the activities presented in other modules.
	
	Have student do one of the following activities to develop an understanding of the ways in which the oral skills will be used on the job--interview, read in assigned literature, plan and develop a presentation (oral or written), etc.
	
	Oral expression may be measured by a simple rating scale prepared by the teacher for checking abilities in the use of words, voice, tone, poise, etc.
	
	Have the student make a study of a single small business to determine the ways in which the business uses the spoken word. Student prepares and presents an oral report.
	
	Have 3 students select assumed names and introduce themselves to a fourth student. Number 4 student may ask 1 question of each as he tries to affix the name in his memory. He should then attempt to introduce the original 3 students to a fifth student. This activity would adapt easily to other modules.
	
	With a letter of introduction provided by the teacher, the student visits the office of his assigned company to gather information necessary to complete a questionnaire. Student prepares and persents oral report on his findings.

COMMUNICATION ARTS
Oral Communication Segment
Level I

CONTENT OUTLINE

- Role of the Speaker
  - Organizing Thoughts
  - Evidencing Clarity and Coherence
  - Stating Facts and Details Accurately
  - Speaker Attitudes Toward Listener
  - Idiosyncrasies
- Role of the Listener
  - Participating with Speaker
  - Questioning
  - Interpreting
  - Indicating Interest
  - Idiosyncrasies
- Person-to-Person Communications
  - Importance
  - Purposes
    - Increase Understanding
    - Persuasion
    - Problem Solving
    - Human Relations
    - Public Relations
  - Types
    - Problem Solving
    - Data Gathering
    - Employment
    - Indoctrination
    - Performance
    - Disciplinary
    - Grievance
    - Reception

LEARNING ACTIVITIES

During several of the integrated activities, stress should be placed on informal speech--HOW people speak rather than WHAT they say.

Some procedure should be planned to insure that every student has an opportunity to speak to the group for 1 or 2 minutes. Films and tape recorders can be used effectively for voice training. These kinds of activities are comfortably done during co-curricular meetings.

Have student dictate with or without notes on cassette or reel-to-reel tape the answers to selected problems.

Have each student select a topic, seek library and other resource information, outline, and then write a 3-minute talk for oral presentation.

Discuss how and why people react as they do to oral suggestions and oral directions.

CONTENT OUTLINE	LEARNING ACTIVITIES

- Improving Speaking Skills
  - Importance
  - Voice Quality
    - Volume/Pitch
    - Tone
    - Tempo
    - Inflections
    - Jaw, Lips, Tongue
  - Articulation
    - Enunciation
    - Pronunciation
  - Fluency
    - Word Choice
      - Appropriateness
      - Correctness
      - Vocabulary
    - Units of Thought
    - Presentation
      - Variation
      - Eye Contact
      - Posture and Movement
  - Public Speaking
    - Settings
      - Group Discussion
      - Panel-Forum
      - Symposium-Forum
      - Debate
      - Lecture
      - Radio and TV

Develop and practice activities which will assess the student's ability to use his oral tools. Watch for the following: lost consonants, lost vowels, incorrect vowel sounds, lost syllables, incorrect accents, silent letters, additions of letters/syllables, regional differences. When necessary, refer student to a speech specialist for assistance.

In small groups have the student experiment with the different messages they can communicate with a single spoken word, such as "oh." Further development of this activity would be to compare the psychological effect of the same word in written context.

COMMUNICATION ARTS--WRITING

COMMUNICATION ARTS
The Art of Writing Segment
DESCRIPTION

Suggested Grade Level
9, 10, 11, 12

Approximate Time
10-30 hours

Writing is often the only practical means of communication possible in the business world. It is estimated that 85 percent of business is conducted wholly or partially by mail. While writing serves many purposes, in business one goal predominates--to get results. An effective communication is one that does the job intended by the communicator. Each written communication requires all the skill in human relations and all the persuasive reasoning the writer can muster. Being able to express a point of view in such a way that the reader accepts it and is still a friend is an art.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Writing in Business and Industry Ethical and Moral Codes Need Strategies for Message Development	Continue Refinements of Level I Competencies	Continue Refinements of Level II Competencies	Continue Refinements of Level III Competencies
Technical Skills Media Sequential Development Vehicles	In order to attain these additional levels of competencies, the student would be assigned the same basic activities in a more complex situation. The criteria for his completion would be more exacting and creativity would be stressed.		

COMMUNICATION ARTS
The Art of Writing Segment
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given an oral business message including 25 numbers	the student will write the message legibly, first in printing and then in cursive, to be read without difficulty by the instructor	as measured by a predetermined criteria check list with 90 percent accuracy within a 10 minute time period
Given a selected topic of interest to the student involving his career objectives	the student will research, organize, write and type the report (a term paper), utilizing proper writing, content, structural, grammatical, and format principles	as measured by a predetermined criteria check list with 80 percent accuracy within a 3 week time period
Given a brief description of a situation that requires the writing of a memorandum	the student will compose and type the memorandum, utilizing the essentials of good form and composition	as measured by a predetermined mailability check list with 100 percent accuracy within a 40 minute time period
Given a brief descriptions of a business situation--request for motel accommodations, a simple merchandise order, an acceptance of an invitation to a banquet, etc.	the student will compose and type the letter utilizing the essentials of good form and composition	as measured by a predetermined mailability check list with 100 percent accuracy within a 40 minute time period

COMMUNICATION ARTS
The Art of Writing Segment
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given an unedited business letter	the student will rewrite and type the letter so that the corrected letter is clear, concise, correct, courteous, and complete	as measured by a predetermined mailability check list with 100 percent accuracy within a 40 minute time period
Given 15 office situations involving the necessity for a written reply and a list of letter types	the student will match the most appropriate type of letter to be sent in each situation	as measured by a predetermined criteria check list with 90 percent accuracy within a 15 minute time period

COMMUNICATION ARTS
The Art of Writing Segment
Level I

CONTENT OUTLINE

- Writing in Business and Industry
  - Why Essential
  - Criteria for Effectiveness
  - Forms of Cummunication Used

- Ethical and Moral Codes
  - Personal
  - Business

- Need for Effective Writing
  - Writing and Learning
  - Writing and the Job
  - Writing and the Other Communication Arts
    - Writing and Reading
    - Writing and Listening
    - Writing and Speaking

- Strategies for Message Development
  - Goals
  - Form
    - Formal/Informal
    - Internal/External
    - Appearance/Physical
    - Makeup
    - Organization

LEARNING ACTIVITIES

Changing emphasis in the activities will enable the teacher to use them in the other segments of this module.

Activities should be integrated with the activities presented in other modules.

Have students do one of the following activities to develop an understanding of the ways in which listening skills will be used on the job--interview, read in assigned literature, plan and develop a presentation (oral or written), etc.

Show how poor penmanship can lead to costly errors on orders and checks, to difficulty in filing information, to scheduling errors if a date is difficult to read, or to non-delivery of mail. Have the students discuss additional examples.

Have the student practice office situations in which information is recorded by hand--telephone memorandums, writing in columns and on lines, checks, orders, dates, transferring figures from one form to another, etc.

Integrate handwriting skills with activities in other modules in building business vocabulary of students.

Do not accept illegible handwriting.

COMMUNICATION ARTS
The Art of Writing Segment
Level I

CONTENT OUTLINE

- Strategies for Message Development (Continued)
  - Style Choice
    - First Impression
    - Introductory Parts
    - Body and Concluding Parts
    - Delivering of Message
  - Message
    - Unity
    - Organization
    - Coherence
    - Emphasis
  - Parts and Placement
  - Arrangement
    - Styles
    - Accessories
      - Stationery
      - Typing Qualities

- Technical Skills of Writing
  - Fundamentals of Grammar
  - Sentence
    - Unity
    - Coherence
    - Power
    - Variety

LEARNING ACTIVITIES

Select a panel of several students and have one act as chairman. They are to present to the class a symposium on some topic--an effective way to cover the material presented in a chapter of the textbook. Divide the subject so that each member of the panel covers a particular part of the subject. At the end of the formal presentations, which should take about 3 to 5 minutes for each speaker, have the class direct questions to members of the panel.

Student should develop materials illustrating how written communications will be used on particular jobs of their choice. All elements of effective communication should be stressed.

Duplicate brief descriptions of situations that require a letter or a request for motel accommodations, a simple merchandise order, an acceptance of an invitation to a banquent, or a brief memorandum to an employee informing that his salary is being increased. Have student justify in writing his choice of media. A further development of this activity would be to have the student prepare the appropriate reply.

Illustrate information poorly arranged and have student suggest better arrangement.

Revise poorly written or poorly organized letters. The weaknesses should focus on particular grammatical problems currently being studied.

CONTENT OUTLINE

- Technical Skills of Writing (Continued)
  - Paragraph
    - Structure
    - Development
    - Unity
    - Coherence
    - Power
  - Word Choice
    - Psychological Effect
      - Good News
      - Persuasive
      - Bad News
    - Appropriate/Inappropriate
    - Choices
    - Jargon
      - Trite Expressions
      - Slang
      - Hackneyed Expressions
      - Rubber-Stamp Expressions
  - General Vocabularies
  - Special Vocabularies

LEARNING ACTIVITIES

Give the student a selection of instructions, approximately a sentence in length, that do not appear to be clear. Have the student rewrite them so that they are understandable.

Have student evaluate and write news releases.

Have student listen to a TV newscaster. Based on a check list, have him write his opinion of the newscaster's technical speaking ability.

Distribute an organizational chart and have students discuss/write what it communicates.

Have student compose at the typewriter working toward the goal of making his first attempt being mailable copy.

Have student write characteristics of the kind of boss he would like to have. Emphasis could be placed on developing effective sentence structure. This activity would adapt easily to the subject area of any module.

Require as much proofreading as necessary.

Invite a representative from a local business firm to speak to the class on a predetermined topic. Student may take notes to be used later as minutes, as a report, or as a news release.

CONTENT OUTLINE	LEARNING ACTIVITIES
Technical Skills of Writing (Continued)	Assign business reports involving research on career opportunities to utilize learnings in fundamentals of grammar, punctuation, spelling, sentence structure, etc. The level of this activity is directly related to the competency level of the student. Observe the media and content of office messages--bulletin boards, notices, etc. Study materials used and prepare several notices for classroom evaluation. Examples of notices: rules and regulations, coffee area duty, vacation schedules, etc. The students working in pairs write actual letters to businesses. These letters may be inquiries, requests, invitations, etc. These are to be mailed. Have the student prepare an audio-visual presentation on the parts of a business letter, memorandum, report, etc. Have the student write short solutions to human relation problems stressing composition at the typewriter.
Media of Written Communication Sequential Development Favorable First Impression Create Interest Clear and Complete Reader's Point of View Correct in Detail Concise	Occasionally have students work in pairs when composing. By working together they will be able to help each other choose the best thoughts, sentence structure, and words. Develop a collection of examples of business writing that you believe are either particularly good or particularly bad. You may find that they originated in an institution other than business, such as a hospital, school, library, or government.

CONTENT OUTLINE	LEARNING ACTIVITIES
Media of Written Communication (Continued) Sequential Development (Continued) Courteous, Friendly, and Sincere Flows Smoothly Well Paragraphed Avoids Jargon Gets Action Promotes Goodwill Vehicles to Carry Message Letters Orders--Asking, Granting, Refusing Remittance--Sending, Acknowledging Inquiry--Asking, Granting, Refusing Appointment--Asking, Granting, Refusing Credit--Asking, Granting, Refusing Acknowledgment--Delayed Reply, Employer's Absence Collection Claim and Adjustment	An example might be a business letter, an interoffice memorandum, an extract from an annual report, part of a training manual, or some other writing. Have student analyze writing. Consider such questions as the following: What seems to be its purpose? With this purpose in mind, do you believe the writer succeeded? How did you react? Emotionally? Thoughtfully? Analyze specifically what caused the writing to impress you the way it did. What are its good and bad points? How can it be improved? Have the class make a collection of letterheads, business letter styles, business correspondence, social-business correspondence, memorandums, business reports, telegrams, minutes, news releases, announcements, and application blanks for bulletin board displays, instructional purposes, etc. These materials are easily used in other modules such as Filing and Duplicating. The students working in pairs write to companies for materials about entry-level job requirements for a specific type job. These letters are to be mailed.

CONTENT OUTLINE

- Media of Written Communication (Continued)
  - Vehicles to Carry Message (Continued)
    - Letters (Continued)
      - Sales
      - Resume and Job Application
      - Transmittal
      - Follow-Up
      - Human Relations
        - Congratulations
        - Thanks and Appreciation
        - Sympathy and Encouragement
        - Recommendations
        - Introductions
        - Invitations
        - Reservations
        - Announcements
        - Engagements
        - Illness and Injury
        - Condolence
      - Letters Unique to Special Job Cluster
    - Other Vehicles
      - (Refer to List in Overview Segment)

LEARNING ACTIVITIES

Because the most frequently used media of business communications is the memorandum, much of the student's practice should be devoted to its development and correct use. Many of the early activities that specifically apply to memorandums are transferable to other more formal communications and need not be repeated. They can be expanded and refined for use in other media such as the letter and the report.

Have the students analyze the basic format of the memorandum and then plan and prepare other more specialized forms of it. An example might be a variation on the 4 information lines with a fifth line for a file or case number.

Have the students develop further the memorandum to include such types as the preplanned message blank. Examples would be the telephone message pad and an inspection report both of which require only a little addition by the user to be mailable.

Design some assignments in which the student writes the same message in all of the basic methods of memorandum message presentation--paragraph form, outline form, enumerated item form.

The student should study a more formal memorandum--the progress report. Compare the progress report with a manuscript-style report for form and approach variations.

The student should carefully study and practice preparing instruction memorandums with emphasis on the approach of "people-oriented" content.

TELEPHONE TECHNIQUES

TELEPHONE TECHNIQUES

Suggested Grade Level
10, 11, 12

DESCRIPTION

Approximate Time
5-15 hours

Today, business relies on communications for its existence. As telephone communication constitutes as much as 90 percent of the business transactions in many offices, it is fundamental that all prospective employees utilize good telephone techniques. Further utilization of communication equipment such as the telegraph is also necessary for increased efficiency in business operation.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Acquiring Basic Telephone Techniques Telephone Telephone Personality Proper Use of Telephone Directory Incoming Calls Outgoing Calls Equipment Telegraph	Special Telephone Equipment and Service Reinforce and Expand Telephone Techniques		

TELEPHONE TECHNIQUES

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement

TASK	PERFORMANCE	MEASUREMENT
Given a 25 question test on basic telephone techniques	the student will answer objectively	with 75 percent accuracy within 30 minutes
Given 3 examples of poor telephone conversations	the student will critique and correct the conversations	with 90 percent accuracy within 30 minutes with predetermined standards set by instructor
Using the teletrainer or other equipment and a check list of 20 items	the student will initiate or receive a business call covering an office situation	with 90 percent accuracy within 3 minutes

TELEPHONE TECHNIQUES

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Acquiring Basic Telephone Techniques	
Telephone Personality Voice Well Modulated Pleasant Use of Inflection Speech Enunciate Clearly Talk at Proper Pace Use Emphasis with Words Spell Hard-to-Understand Words Number Pronunciation Vocabulary State Ideas Simply and Logically Use Descriptive Words Use Good Speech Habits Courtesy Be Alert and Attentive Assume Every Call is Important Etiquette Limit of Authority Company Image Respect Privacy	Give student an overview of the role of the telephone in today's business world. Films may be used if available. Plan a field trip to the local telephone company (or other large company) so student may see the functioning of the telephone in the various business departments. Elicit from student through discussion or student demonstration how face-to-face conversations differ from voice to voice. Record student voice when reading similar word list, number pronunciation chart, and other material and follow by group critique from check list. Although student should face facts, positive points should be stressed. Give suggestions for improving speech; and point out that the use of colloquialisms, provincialisms, slang, and obsolete words should be avoided. Provide exercises for appropriate word choice (descriptive and euphonic). Have student do remedial work where necessary by viewing applicable films, hearing guest speakers and recordings, and by using appropriate supplementary reading and exercises. "Thank you" and "please" are vital. Student can improve telephone technique by becoming voice conscious. Many of the drills in voice improvement may be a part of student's co-curricular activities.

TELEPHONE TECHNIQUES

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Proper Use of Telephone Directory Alphabetic Section Organization Special Listings Government Classified Section Organization Special Listings Directory Assistance Local Intrastate Interstate Personal Telephone Directory Listed Numbers Unlisted Numbers	Study and discuss the various sections of the telephone directory including introductory pages and elicit from student types and purposes of information available. Out-of-town directories can also be made available. Practice finding information through exercises moving from simple to complex in all sections using problems from text, teletraining teacher's guide, or teacher-made materials. Have student employ concepts by preparing a personal telephone directory. Discuss different time zones and their implications in making calls.

TELEPHONE TECHNIQUES

Level I

CONTENT OUTLINE

- Incoming Calls
  - Prompt Answering
  - Correct Identification
  - Have Writing Supplies Ready
  - Speak into Mouthpiece
  - Visualize Caller
  - Use Callers Name
  - Don't Interrupt or Distract
  - Keep Promises
  - Apologize for Errors
  - Screen Calls
    - Decision Making
    - Calls Employer Must Handle
    - Problem Callers
  - Giving Information
    - Routine
    - Confidential
    - Confirming Letters
  - Getting Information
    - Proper Ways to Ask
  - Taking Messages Accurately
    - Proper Forms
    - Proper Information and Method of Recording
  - Transferring Calls
    - Understanding and Agreement of Caller
    - Techniques
  - Interrupted Calls and Delays

LEARNING ACTIVITIES

Have student view film exemplifying good telephone techniques.

Have student help prepare bulletin board pointing out good technique and its implication.

Teacher should help student plan conversation when assigning role-playing situations moving from simple to complex.

Invite a local telephone representative to speak to the class and demonstrate the teletrainer.

Secure booklets and pamphlets concerning the telephone from available sources.

Provide telephones, recording devices, and mirrors if possible. Timers or buzzers may be used with inexpensive telephone hook-ups to 6-volt battery.

Provide telephone practice using case studies moving from simple to complex assignments covering extension, local, and long-distance applications.

Encourage student to create, plan, and handle realistic business calls in a logical manner.

Critique recordings of student telephone conversations and offer suggestions for improvement.

Provide practice in making appointments, keeping records, giving, getting, recording, and distributing information, witholding information, etc.

TELEPHONE TECHNIQUES

Level I

CONTENT OUTLINE

- Incoming Calls (Continued)
  - Terminate Calls
    - Thank Caller for Call
    - Say "Good-Bye"
    - Replace Receiver Gently
  - Phone Coverage During Absence
    - Manual
    - Automatic
  - Keep Record of Calls
  - Personal Telephone Calls
  - Making Appointments

- Outgoing Calls
  - Extension
  - Local
  - Long Distance
    - Direct Distance Dialing
    - Through Operator
  - Equipment
    - Touch Tone
      - Advantages
    - Button
      - Arrangement
      - Operation
    - Other
      - PBX
      - Call Director
  - Planning Conversation
    - For Self
    - For Employer

LEARNING ACTIVITIES

Invite a local businessman to speak on the importance of the telephone in his business.

Conduct lecture-discussion based on bulletin board display, transparancies, or other visual aids to present touch tone and button phones.

Demonstrations and field trips should be arranged where possible.

TELEPHONE TECHNIQUES

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Outgoing Calls (Continued) Time Zones Keeping Record of Calls Number Time Cost	

TELEPHONE TECHNIQUES

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a 25 question test on telegraph service	the student will answer objectively	with 75 percent accuracy within 30 minutes
Given general information to be sent by telegraph	the student will compose message, select service, and compute charges based on information studied in class	with 90 percent accuracy within 25 minutes

TELEPHONE TECHNIQUES

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Telegraph Service Purpose Types of Equipment TWX	Give student an overview of the use made of telegraph service. Elicit from student its advantages and disadvantages compared to the telephone.
TWPL Other	Describe types of equipment briefly.
Domestic Prepare Message Select Service Full Rate	Provide forms and practice in composing various kinds of domestic messages. Require student to figure rates using current rate schedules.
Overnight Mailgram Money by Telegraph	Provide exercises giving student practice in choosing best service, method of dispatch, method of payment, etc.
Personal Opinion Message Dealer Inquiry	Student should become aware of the proper disposition to be made of telegrams received in the office.
Service Other Dispatch Methods	Teacher should realize that rates and types of service are not static.
Cash, Charge, and Collect Service	Invite a guest speaker from Western Union to give presentation to class.
Delivery Special Services Time Zones Figuring Cost Method of Payment Receiving Telegrams *International Telegraph Kinds of Service	*Student should be aware of the ramifications of international telegraph service in order that they may be easily trained in jobs requiring such service.

CONTENT OUTLINE	LEARNING ACTIVITIES
Telegraph Service (Continued) Code Messages Cable Code Addresses Figuring Costs Method of Payment	

TELEPHONE TECHNIQUES

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a 50 question test on telephone techniques and special telephone equipment and service	the student will answer objectively	with 80 percent accuracy within 55 minutes
Given 3 examples of poor telephone conversations such as safeguarding office information, handling an irate customer, terminating a call with a problem caller, etc.	the student will critique and and correct the conversations	with 90 percent accuracy within 30 minutes

TELEPHONE TECHNIQUES

Level II

CONTENT OUTLINE

Special Telephone Equipment and Services

- *Switchboard
  - Duties
  - Equipment
    - Cord
    - Cordless
    - Centrex
    - Call Director
    - Other
- *Speakerphone
  - Advantages
- *Automatic Dialing
  - Card Dialer
  - Magicall
  - Call-A-Matic
  - Other
- Bellboy
- Picturephone
- Headset and Shoulder Rests
- *Dataphone
- Mobile Service
- Special Long Distance Service
  - Wide Area Telephone (WATS)
  - Overseas
  - Tie Line
  - Use of Direct Distance Dialing--its Variations and Ramifications
- Decision as to Service to be Used
  - Person-to-Person
  - Station-to-Station

LEARNING ACTIVITIES

Continue to develop and refine student knowledge and understanding of the role of the telephone in today's business world. Ask a representative from the telephone company to make a presentation and conduct a class discussion.

Continue to refine skills by use of role playing. Practice decision making in various problem situations by placing calls to conduct realistic business assignments to various locations for self and others, keeping all necessary records, and figuring costs from rate tables.

Decisions as to type of communication to be used (whether telephone or written) may be developed through case study and discussion. Decisions as to telephone service to be used may be developed similarly.

Sit with the operator of a switchboard for an hour if possible.

Act as a relief switchboard operator if possible.

*Such systems can be learned readily in the situations where they are used if basic telephone principles are understood.

TELEPHONE TECHNIQUES

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Decision as to Service to be Used (Continued) Conference Credit Card Collect Method of Recording Messages Tape Recorder Shorthand Notes Other	

JOB APPLICATION

JOB APPLICATION

Suggested Grade Level	DESCRIPTION	Approximate Time
10, 11, 12		5-10 hours

All people will probably apply for at least one job at some point in their lifetime. Men always have, and almost 100 percent of the women now are working for some period in their lifetime. Young women seek jobs prior to marriage or in the early years of their marriage. They may stay in the job market or leave it and re-enter several times.

In an interview, people need to know how to sell the most important product of all--themselves--their capabilities and their educational skills.

Classroom instruction can do much to help people secure good jobs.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Types of Jobs Sources of Jobs Job Descriptions Personal Inventory Job Hunt Applications Interviews Employment Testing Follow-up--How, When, Why Budgeting of Time Advancement	Job Adjustment Organization		

JOB APPLICATION

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 100 questions to study prior to testing, instructor will choose 50 questions	the student will write answers	within 45 minutes with 80 percent accuracy

198

199

JOB APPLICATION

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Types of Jobs	Student will do research on jobs that student wishes to seek, including such items as: Educational requirements Aptitude requirements Pay scale and benefits Job future Advancements available Duties performed Geographical locations
Sources of Jobs	Student will investigate possible job sources such as: Employment agencies and their services Personal sources--friends, family, former employer, etc. Want ads in newspaper, professional journals, and trade magazines School placement services and counselors Civil Service Department of Economic Security Federal government Local government Chamber of Commerce Instructors Youth employment agencies Unions and professional associations--apprenticeships, etc. Discuss equal opportunity employment laws and how they affect sources and number of openings.
Job Descriptions	Contact businesses and secure job descriptions for classroom or bulletin board display.

JOB APPLICATION

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Personal Inventory	Student will compile in a running resume: Listing of all classes with grades or skill levels reached Listing of all special certificates and rewards Listing of all schools attended and dates Listing of all past employment with dates, supervisor's name, title, address, and telephone number. Include newspaper route, babysitting, etc. Personal references listed with titles, addresses, and telephone numbers Personal hobbies and interests Special talents and aptitudes Physical condition Military record Social security number Special licenses and union cards
Job Hunt	Discuss the following: Applying early in the school year Best time of day to call on businesses Being on time for an appointment Learning about the company and what it does Why do you want to work for that particular firm What job are you applying for
Applications	Prepare data sheets Discuss value of each section and what it means to employer. Discuss layout of data. Emphasize value of listing extra-curricular activities and hobbies. Emphasize value of listing past employment even if it doesn't relate directly to job being sought.

JOB APPLICATION

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Applications (Continued)	Complete sample application forms. Write letters of application: Types To want ads To a firm that has not advertised To an employment agency Content of letter
Interviews	Prepare student by: Role playing of interviews--possibly have staff, advisory committee member, or business person conduct interview Video tape the above if possible Listing questions that might be asked Showing films Discussing grooming standards Discussing attitudes during interviewing such as: Don't argue or tell your problems Going alone to interview Taking data sheet with you to hand to interviewer personally even though you have already sent one Avoiding criticism of former employers or job problems Being prepared to state desired beginning salary with research on: Beginning salaries relating to geographic location Salary needed to maintain desired living standard Discussing poise Sharing of past interview experiences by students

JOB APPLICATION

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Employment Testing	Discuss test types and how to take employment tests. Administer tests when available such as ability, psychological, and aptitude tests. Inform student of security tests such as FBI check, polygraph, etc.
Follow-up--How, When, Why	Inform student of importance of follow-up. Discuss time to follow-up. Discuss methods of follow-up such as thank you letter immediately after interview, telephone or personal call. Discuss methods of accepting or rejecting a position.
Budgeting of Time	Women--combining career, home, and family. Men and women--combining of career, family, and activities.
Advancement	Discuss times to expect advancement. Discuss ways to gain advancement.

JOB APPLICATION

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 25 questions to study prior to testing, instructor will choose 10 questions to which	the student will write answers	within 15 minutes with 80 percent accuracy

JOB APPLICATION

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Job Adjustment	Study company manuals for form styles and company organization and history. Establish when and how to report to work. Determine supervisor(s). Discuss establishment of personal relationships. Discuss accepting differences of company/supervisor policies versus classroom learning. Determine company policies on: Dress Telephone calls Smoking, gum chewing, drinking or eating at desk Breaks Pay periods Salary deductions Vacation policies and other benefits such as insurance Sick leave
Organization	Desk organization: References Supplies Equipment Confidential materials Work organization: Most used items closest to you Determining priorities Scheduling daily work

MAILING PROCESS

MAILING PROCESS

Suggested Grade Level
10, 11, 12

DESCRIPTION

Approximate Time
5 Hours

Any office, whether large or small, receives mail and has outgoing mail. Students must know and understand the mail process in order to ensure correctly mailed and processed correspondence.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Terminology Overview of the Mailing Process Incoming Mail Outgoing Mail Postal Services	Application of the Mailing Process		

MAILING PROCESS

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 20 words pertaining to the mailing process	the student will define the words	with 80 percent accuracy within 30 minutes
Given a list of 10 postal services and their definitions	the student will match the service with the definition	with 80 percent accuracy within 10 minutes
Given a zip code directory and a specific address	the student will find the zip code and correctly address the envelope	with 100 percent accuracy within 5 minutes
Given the list of steps for processing incoming mail	the student will arrange them in proper sequence	with 80 percent accuracy within 5 minutes

MAILING PROCESS

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Terminology	If any shorthand dictation is given during this module, it could be related to the Mailing Process.

Assign students to define terms given on a list by looking them up in text or reference. The list might include some of the following terms:

- Optical Character Reader
- Postage Meter
- Metered Mail
- Certified Mail
- Registered Mail
- Insured Mail
- Parcel Post
- First Class Mail
- Second Class Mail
- Third Class Mail
- Fourth Class Mail
- Annotating Mail
- Special Delivery
- Special Handling
- Zip Code
- Routing Mail
- Precanceled Stamps
- Domestic Mail
- International Mail
- COD
- Tracing Mail
- Recalling Mail
- Addressograph
- United Parcel Services
- REA Express
- Railway Freight
- Bus Express
- Air Mail
- Dead Letter Mail
- Mixed Classes of Mail

Have students write a definition for the terms on a given list as they are discussed in class.

The day following the assignment or class discussion have a quiz over the terms.

MAILING PROCESS

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Overview of Mailing Process Incoming Mail Outgoing Mail Postal Services	Study Guide--(a) Use as an assignment prior to class discussion. (b) Use for notetaking during class discussion. Invite a speaker from the post office. Invite an employee who works in a mail room of a local business to speak. Bulletin board illustrating the steps for processing incoming mail. Bulletin board illustrating classes of mail. Bulletin board displaying correctly addressed envelopes including zip code placement. Field trip to mailing room of local business. Demonstration--(a) Steps involved in processing incoming mail: Sort, Open, Date, Check, Classify, Route. (b) Use of zip code directory. (c) Correctly placing address on envelope. Field trip to post office.

MAILING PROCESS

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a stack of 10 pieces of incoming mail	the student will open, date, check, classify and route the mail	with 80 percent accuracy within 15 minutes
Given a stack of 10 outgoing pieces of mail needing postage	the student will affix the proper postage	with 80 percent accuracy within 15 minutes
Given 10 pieces of mail	the student will separate the mail into classes	with 80 percent accuracy within 10 minutes
Given a list of 10 addresses from various cities and states using the zip code directory	the student will find the zip code and correctly place the address on the envelope	with 90 percent accuracy within 30 minutes
Given a package containing specified items	the student will determine the best means of sending	with 90 percent accuracy within 5 minutes
Given a box to get ready for mailing	the student will wrap and label the package	with 90 percent accuracy within 10 minutes

Mailing Process

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Application of the Mailing Process	Demonstration of wrapping, weighing, and labeling a package. Divide into groups of no more than three. Give each group a box, wrapping and labeling materials, and have each group wrap a box. Skit presented by selected students depicting the flow of incoming mail from delivery to routing, followed by discussion. Skit presented by selected students illustrating the flow of outgoing mail from production to postage, followed by discussion. Discuss the use of the zip code directory when several zip codes must be found and several envelopes addressed. Review chain feeding of envelopes if necessary. Discuss the various methods of shipping and the conditions determining the method chosen. Discuss metered mail and discuss and/or demonstrate a postage meter. Explain the function of the Optical Character Reader in the Mailing Process.

REFERENCE RESOURCES

REFERENCE SOURCES

Suggested Grade Level
9, 10, 11, 12

DESCRIPTION

Approximate Time
5-10 Hours

It is essential for the employee to know where to find information needed in routine office work. There is a need to acquaint students with the reference materials available for obtaining needed information as well as the importance of using reference materials for verifying information. While basic references are found in offices, there are many other sources available for locating information that may not be used in routine office work. This module may be used for group instruction or on an individual basis. Materials in this module may be used at one time or integrated with other teaching units.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Introduction to Basic Office References Dictionaries Style Manuals Typists or Secretarial Manuals Directories Office Employee Manuals Thesaurus Locate Material in Basic Office References	Additional Practice Using Basic Office References Correlating Two or More Pieces of Information Introduction to and Practice Using Other References Biographic Almanacs, Atlas, Yearbooks Reader's Guide Periodical Index Encyclopedias Shipping and Postal Guides Miscellaneous	Application of All References in Locating Information Specialized Reference Sources Technical Sources Financial Sources Quotation Books Travel Sources Hotel Red Book Research Selecting Office References Office Library	Advanced Research and Decision Making

REFERENCE SOURCES

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 10 questions covering information contained in a standard dictionary	the student will locate and identify the page where the answer is found	with 95 percent accuracy within 15 minutes
Given a list of 10 addresses in various cities and states	the student using the zip code directory will determine the zip code for each address	with 100 percent accuracy within 15 minutes
Given a list of 10 questions covering information in the telephone directory	the student will answer the questions	with 95 percent accuracy within 15 minutes

REFERENCE SOURCES

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Introduction to Basic Office References Dictionaries Style Manuals Typists or Secretarial Manuals Directories Office Employee Manuals Thesaurus	Use pre-test to determine familiarity with the basic office references. Show each basic reference, comparing organization and content. Use a study guide for students to record information concerning content and organization as each reference is being discussed. Discuss ways of determining the best basic office references to be used in a given situation. Discuss which of the basic office references are a necessity for any office. All dictation given during this module should be related to reference sources.
Locate Material in Basic Office References	Write on the chalkboard a question requiring the use of a reference book to find the answer. Do not give the answer but after approximately a week, use the question as a bonus question on a unit quiz or test. Give students a list of questions to which the answers may be found by using all basic references. Record the reference consulted and the page where the information can be found. The list of questions mentioned above may be of such a nature as to include information to be integrated in other units. In this case the answers to the questions should also be recorded for future references.

CONTENT OUTLINE	LEARNING ACTIVITIES
Locate Material in Basic Office References (Continued)	Using an employee's office manual have students indicate the page where facts about the company, company policies, fringe benefits, etc. can be found. From a list of stated words have students use a Thesaurus to record two additional words that could be used for each stated word.

REFERENCE SOURCES

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 10 reference questions requiring the use of more than one basic reference	the student using the appropriate basic references will answer the questions	with 95 percent accuracy within 30 minutes
Given a list of 10 questions	the student using the appropriate reference will locate the information and list the source and page consulted	with 90 percent accuracy within 30 minutes

REFERENCE SOURCES

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Additional Practice Using Basic Office References Correlating Two or More Pieces of Information	Briefly review the basic reference sources, answering questions, giving further instruction as needed. Give students a list of questions to which the answers may be found using basic reference sources. The source and page consulted are recorded. This assignment could be completed under a specified amount of time.
Introduction to and Practice Using Other References Biographic References Almanacs, Atlas, Yearbooks Reader's Guide Periodical Index Encyclopedias Shipping and Postal Guides Miscellaneous	Use pre-test to determine familiarity with other reference sources. Go to school library and have librarian show each reference and compare organization and content. A study guide may be used to record information being discussed during the organization and content comparison. Discuss ways of determining which of the reference sources should be used in a given situation. Have students examine reference sources specified and make up one question for each reference dealing with information found in that reference. Submit the list of questions including the name of reference used and the page where the information can be found to answer the question.

CONTENT OUTLINE	LEARNING ACTIVITIES
Introduction to and Practice Using Other References (Continued)	From the questions submitted, the teacher could compile a list of questions including at least one question from each student covering all references. Students look up the answers. Should a student have difficulty locating the answer to a particular question, the teacher could assist or the student who submitted the question could be asked to assist. The list of questions compiled by the teacher from those submitted by the students could be used as a test.

REFERENCE SOURCES

Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a problem situation involving the gathering of information	the student will use all appropriate resources to gather information related to the problem	with task completed based on standards set by instructor
Given an assignment to gather information on a given topic	the student will research the topic using all available sources gathering pertinent data	to complete a report based on standards set by instructor
Given the task of purchasing a given number of reference books most necessary for a new office	the student will decide which to purchase and will justify the choices made	with logical justification of the selection made based on standards set by instructor

REFERENCE SOURCES

Level III

CONTENT OUTLINE	LEARNING ACTIVITIES
Application of All References in Locating Information	Pre-test to determine familiarity with all reference sources. Review all reference sources, giving further instruction as needed. From a series of given situations requiring specific information, have student consult appropriate references. Record source and page where information is located. This exercise could be timed if so desired.
Specialized Reference Sources Technical Sources Financial Sources Quotation Books Travel Sources Hotel Red Book	Compare usage, content, and organization of specialized reference sources. Have students examine the specialized references looking for information on certain questions or topics provided by the instructor. Have students examine the specialized references and write a summary of the organization and content.
Research	Given a specified topic, have student research information for a report. Prepare written material from research gathered for a talk to be given by an employer.
Selecting Office References	Have students tell what reference books are a must for every office and be able to logically justify choices.

REFERENCE SOURCES

Level III

CONTENT OUTLINE	LEARNING ACTIVITIES
Selecting Office References (Continued)	Have students indicate what other reference sources would be helpful if funds were available to purchase additional references. A specific kind of office could be stated to help make a better selection.
Office Library	Survey the types of libraries found in various offices. Compare methods of storage, arrangement, check-out, etc. Study feasibility of a portable bookcase for better utilization of references.

REFERENCE SOURCES

Level IV

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given the task of researching data for a business problem	the student will gather data from all available sources, select that which is pertinent, and organize it in logical sequence	to arrive at a decision that would meet the criteria set by the instructor

REFERENCE SOURCES

Level IV

CONTENT OUTLINE	LEARNING ACTIVITIES
Advanced Research and Decision Making	Given a topic, the student researches material and arranges it in sequential order. Based on the research, the student may be called upon to make a decision or draw some conclusion.

RECORD KEEPING/FINANCIAL RECORDS

RECORD KEEPING/FINANCIAL RECORDS

Suggested Grade Level	DESCRIPTION	Approximate Time
9, 10, 11, 12		18-35 hours

The keeping of neat, accurate records is vital to the successful operation of any business. This module will acquaint students with a variety of record keeping activities used in business offices.

This section is composed of individual modules covering banking, payroll, money management, with one module containing information on business forms and inventory.

Banking

9, 10, 11, 12 — 5-10 hours

In every business there are transactions that involve writing checks, making deposits and withdrawals, reconciling bank balances, and using special banking services. Although not all clerical and secretarial jobs involve handling banking transactions, a basic knowledge of banking procedures is needed by office workers.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Terminology Opening Accounts Deposits Writing Checks Endorsing Checks Reconciliation	Banking Services		

RECORD KEEPING/FINANCIAL RECORDS
Banking
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 20 banking terms and definitions	the student will match the term with the definition	with 80 percent accuracy within 10 minutes
Given a stated amount of currency and silver plus 6 checks	the student will fill out a deposit slip	with 100 percent accuracy within 5 minutes
Given the required information	the student will fill in a checkbook stub, determine the new checkbook balance, and write a check	with 95 percent accuracy within 10 minutes
Given 3 checks to be deposited	the student will be able to endorse the checks using blank, full, and restrictive endorsements	with 90 percent accuracy within 10 minutes
Given a bank statement with 10 canceled checks and check stubs with record of 2 deposits	the student will reconcile the bank statement	with 90 percent accuracy within 15 minutes

RECORD KEEPING/FINANCIAL RECORDS
Banking
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Terminology	Define the terms using a text, reference, or as they are discussed in class. Shorthand students might also be asked to write shorthand for the terms. Have students compile a banking terminology list complete with definitions from assigned reading and class discussion.
Opening Accounts Identification Kinds of Accounts Checking Personal Commercial Savings Signature Card	Discuss procedures involved in opening an account. Discuss the various kinds of accounts. Bulletin board illustrating steps in opening an account. Fill out a signature card.
Deposits Forms Used Making Out Deposit Slip Bank Number Currency/Silver Keeping a Record of Deposit	Discuss procedures involved in making out a deposit slip. Fill out a deposit slip. Discuss ways of making deposits--in person, by mail, night deposits and with special equipment. Discuss the importance of keeping a record of the deposit made.
Writing Checks Types of Checks Voucher Certified Cashiers	Use transparencies to illustrate writing a check, complete stub, register, or carbon. Emphasize accuracy and legibility. Discuss steps involved in writing a check.

RECORD KEEPING/FINANCIAL RECORDS
Banking
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Writing Checks (Continued) Procedure for Writing Checks Check Record Stub Register Carbon Copy	Explain the various parts of a check. Compare various kinds of checks and discuss when it would be best to use each kind. Prepare a bulletin board showing parts of a check or steps involved in writing a check. Have students practice writing checks. Discuss with students the procedure for stopping payment of a check.
Endorsing Checks Blank Endorsement Endorsement in Full or Special Endorsement Restrictive Endorsement	Explain the procedure for endorsing checks. Explain the various types of endorsement and when it is best to use each type. Prepare a bulletin board showing the types of endorsements. Transparency could be used effectively during the discussion of endorsements. Have students endorse a check using the various types of endorsements.
Reconciliation Bank Statement Canceled Checks Procedure Outstanding Checks Bank Fees or Service Charges	Discuss the purposes, function, and meaning of bank reconciliation. Explain the information contained on a bank statement. Discuss how a check travels from payee back to maker. Show how to check the canceled checks against the check record. Demonstrate procedure to reconcile the bank statement. Have students reconcile the bank statement for several given problems. Prepare a bulletin board showing the various forms used in banking. Discuss how long canceled checks should be kept. Contact local banks for teaching aids.

RECORD KEEPING/FINANCIAL RECORDS
Banking
Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a test consisting of 10 banking terms and 20 definitions	the student will match the terms with the definitions	with 80 percent accuracy within 15 minutes

RECORD KEEPING/FINANCIAL RECORDS
Banking
Level II

CONTENT OUTLINE

- Banking Services
  - Bank Drafts
    - Commercial
      - Sight
      - Time
  - Bank Notes
    - Promissory Note
    - Collateral Note
    - Mortgage Note
  - Money Orders
  - Travelers Checks
  - Safe Deposit Boxes
  - International Banking
  - Investment Services

LEARNING ACTIVITIES

Discuss the various services offered by a bank.

Discuss situations when various services would be used.

Have students prepare a report of the services provided by a local bank.

Invite a speaker from the bank.

Take a field trip to a local bank.

Discuss the automation of banking procedures.

Make use of available films.

RECORD KEEPING/FINANCIAL RECORDS
Payroll
DESCRIPTION

Suggested Grade Level
10, 11, 12

Approximate Time
5-10 hours

In a large office, salary records and payroll transactions are usually handled by the payroll department or by the accounting department. Many starting clerical jobs in large offices relate to payroll work. In small offices, an accounting clerk or a secretary may keep the payroll records.

For more advanced information regarding payroll records, see the Payroll Module in Bookkeeping/Accounting.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Vocabulary Preparation for Handling Payroll	Payroll Plans Deductions Computing Payroll		

RECORD KEEPING/FINANCIAL RECORDS
Payroll
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 10 payroll terms	the student will define the terms	with 80 percent accuracy within 20 minutes
Given a time card for a given week of work with the time in and out marked on the card	the student will calculate the total regular and overtime hours worked	with 90 percent accuracy within 10 minutes

267

266

RECORD KEEPING/FINANCIAL RECORDS
Payroll
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Vocabulary	Define payroll terms given on a list either as a homework assignment from textbook source or as class discussion takes place. Shorthand student may be asked to write the shorthand outline for the terms.
Preparation for Handling Payroll Social Security Number W-4 Forms Time Cards	Survey class to determine students who have a social security number. If necessary, explain how to obtain a number. Explain the function of a social security card in the preparation of a payroll. Discuss the W-4 Form. Explain the choice of exemptions. Have students prepare a W-4 Form. Explain time cards, their function in payroll preparation, and how to keep them. Have students keep a time card for a week either for the hours worked on their job or for a simulated work situation. Discuss the fact that the amount of hours worked and wages paid to employees may be regulated by federal laws. (Fair Labor Standards Act)

RECORD KEEPING/FINANCIAL RECORDS
Payroll
Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given the type of pay plan being used and the required data for an employee (hours worked, regular wage rate, commission rate or piece rate, etc.)	the student will be able to determine the gross earnings of the employee	with 90 percent accuracy within 10 minutes
Given an employee's payroll data and tables for income and FICA tax and 1 voluntary deduction	the student will be able to compute gross earnings, total deductions, and net pay	with 90 percent accuracy within 10 minutes

RECORD KEEPING/FINANCIAL RECORDS
Payroll
Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Payroll Plans Salary Hourly Rate Piece Rate Commission Salary/Commission Overtime Garnishments	Discuss various types of earnings. Have students calculate earnings using various payroll plans.
Deductions Required Federal Income Tax Social Security State Tax City Tax Voluntary Insurance Life Medical Hospitalization Pensions Savings Banks Credit Unions Bonds Charity Donations Miscellaneous Dues Loans	Explain the required deductions. Explain the difference between required and voluntary deductions.

RECORD KEEPING/FINANCIAL RECORDS
Payroll
Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Computing Payroll Gross Earnings Net Earnings Prepared Tables Weekly Bi-Weekly Monthly Annual	Discuss and illustrate the procedures involved in figuring deductions on gross earnings to determine net earnings. Include the use of the W-4 Form and required and voluntary deductions. Explain the use of the Employer's Tax Guide in figuring deductions. Using the Employer's Tax Guide, have students determine deductions from a list of various earnings. Explain the Employee's Earnings Record--its purpose and use. Explain the payroll register. Transparencies could be used effectively in explaining the computation of a payroll. Case Problem: Prepare payroll for small company including payroll register and Employee's Earnings Record. Invite a payroll clerk to speak. Prepare a bulletin board illustrating the flow of payroll preparation or displaying various payroll forms.

RECORD KEEPING/FINANCIAL RECORDS
Payroll
DESCRIPTION

Suggested Grade Level
9, 10, 11, 12

Approximate Time
5-10 hours

Our business world today is to a large extent run on credit and savings. These are tools used by our economic system. It is not easy to always make the right choice. This module presents the importance of budgeting in relation to credit and savings in our society to help equip the student to make more intelligent choices.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Goals Budgeting Records Credit Savings and Investments	Investments Inflation and Deflation		

RECORD KEEPING/FINANCIAL RECORDS
Money Management
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 25 terms	the student will pick the 20 terms related to money management	with 90 percent accuracy within 10 minutes
Given a list of 5 reasons why people save	the student will give an example of each	with 90 percent accuracy within 10 minutes
Given a situation and guidelines of whether to buy on credit	the student will be able to choose the correct alternative	with 90 percent accuracy within 10 minutes
Given a description of 5 investment needs	the student will choose the most appropriate way to invest	with 90 percent accuracy within 10 minutes
Given a monthly statement and 10 sales tickets	the student will compare the statement with the sales tickets for approval of payment	with 90 percent accuracy within 10 minutes

RECORD KEEPING/FINANCIAL RECORDS
Money Management
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Goals Short Term Long Term	Discuss reasons for setting goals. List on chalkboard terms related to this module.
Budgeting Regular Expense Irregular Expense Record Keeping Reasons Relation to Budgeting	Discuss the difference between budgeting (plan for the future) and record keeping (past spending). Have each student prepare a personal budget.
Types of Credit Installment Non-Installment Open Charge Account Budget Account Revolving Charge Account Travel and Entertainment	Students do research and write a report on the effect of large scale use of credit.
Credit Cards Travel Telephone All-Purpose Bank of America Master Charge American Express Teenage Account Individual Merchants	Discuss the advantages and disadvantages of credit cards. Discuss the procedure of billing when credit cards are used. Invite a guest speaker from a credit bureau, credit department of a bank, or credit department of a department store.

RECORD KEEPING/FINANCIAL RECORDS
Money Management
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Using Credit Wisely Effects of Credit Individual Use of Credit Disadvantages Impulse Buying Paying Higher than Cash Prices Overbuying Advantages Convenience Safety Factor Advance Notice of Sales	Students will simulate a debt and estimate their total income and expenses to see if they have enough money to make payment. Have students write a paragraph showing how saving and investing affects our economic system. Students determine goods and services they wish to buy for immediate use. Have a class discussion on a genuine sale. Class discussion on how time and patience aid in saving money.
Sources of Credit Commercial Banks Savings Banks Savings and Loan Associations Credit Unions Consumer Finance Companies Retail Merchants Oil Companies Airlines Railroads Hotel	Students will simulate an investment need and then choose from a given list of credit sources the best way to borrow. Have students prepare a list showing the places where credit can be obtained. Show films on buying and credit. Use available reference materials.

RECORD KEEPING/FINANCIAL RECORDS
Money Management
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Savings	Have students prepare a list of reasons why people save.
Effects of Saving	
Reasons for Saving	Have students demonstrate how they might allocate a month's earnings.
Kinds of Investments	The teacher should give an overview of the various kinds of investments.
Insurance	
Real Estate	
Home	
Stocks	
Bonds	
Savings	
Mutual Funds	

RECORD KEEPING/FINANCIAL RECORDS
Money Management
Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given the 4 common kinds of life insurance	the student will define and give the key difference of each	with 75 percent accuracy within 20 minutes
Given a simulated problem of a fire loss	the student will list 3 conditions that must be met to collect the insurance	with 100 percent accuracy within 10 minutes
Given 10 matching items related to car insurance and the terms "collision" and "liability"	the student will match these items with the terms	with 80 percent accuracy within 10 minutes
Given an objective test of terminology of investing consisting of 20 items	the student will answer the questions	with 80 percent accuracy within 15 minutes
Given a list of 5 kinds of investments	the student will define and classify each	with 80 percent accuracy within 15 minutes
Given a list of 6 possible investments	the student will arrange the investments in order of risk involved beginning with the safest	with 90 percent accuracy within 10 minutes

RECORD KEEPING/FINANCIAL RECORDS
Money Management
Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Investments	Invite a stockbroker to speak to the class.
Bonds	
Mortgage	Discuss the kinds of investments available.
Collateral	
Corporate	Have a vocabulary study of investment terms.
Municipal	
Government	Arrange a field trip to a stock brokerage firm.
Debenture	
Stocks	Use films on investments.
Common	
Right to Vote	Study and read stock exchange reports.
Right to Share Profits	
Right to Share Assets	Students or groups investigate and choose stocks for investing.
Preferred	
Cumulative	
Participating	
Mutual Funds	
Real Estate	Invite a real estate agent to visit the class to speak and answer questions.
Income	
Gross	
Net	
Deeds	
Mortgages	
Insurance Policies	
Insurance	Invite an insurance agent as a guest speaker.
Life	
Term	Students prepare group or individual reports on the various kinds of insurance.
Straight-Life	
Limited-Payment	
Endowment	

RECORD KEEPING/FINANCIAL RECORDS
Money Management
Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Insurance (Continued) Automobile Bodily Injury Property Damage Liability Collision Medical Payments Comprehensive Property Fire and Theft Liability Hail and Windstorm Homeowner's Policy Personal Liability Health and Accident Personal Group Income Protection Hospital and Surgical Major Medical Selecting Investments Length Initial Cost Expected Return	Have a class discussion and write on the chalkboard the things to consider in selecting insurance. Have a bulletin board display on insurance Use case problems as a basis for discussion of insurance terms and insurance selection. Use the newspaper as a basis for discussion of economic losses, both personal and business.
Inflation and Deflation	Discuss and contrast inflation and deflation. Discuss the kinds of investments to best combat inflation. Discuss the kinds of investments to best combat deflation.

RECORD KEEPING/FINANCIAL RECORDS
Payroll
DESCRIPTION

Suggested Grade Level
9, 10, 11, 12

Approximate Time
3-5 hours

Almost every operation in business depends upon some type of business form on which data is processed. Each form has a specific name and purpose. Whether records are kept by hand or by machine, inventory control is vitally important to every business.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Business Forms Inventory			

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a purchase order, sales order, and credit memorandum and 10 items	the student will choose the appropriate form and enter the items	with 80 percent accuracy within 20 minutes
Given an inventory sheet with quantity and unit cost for 10 items	the student will determine extensions and total cost of inventory	with 80 percent accuracy within 15 minutes

RECORD KEEPING/FINANCIAL RECORDS
Business Forms and Inventory
Level I

CONTENT OUTLINE

- Business Forms
  - Purchasing
    - Purchase Requisition
    - Purchase Order
    - Purchase Invoice
    - Bill of Lading
  - Selling
    - Sales Order
    - Bill of Sale
    - Credit Memorandum
  - Other Business Forms
- Inventory
  - Perpetual
  - Periodic
  - Physical

LEARNING ACTIVITIES

Survey students as to existing understanding of selected business forms.

Survey a local business to see what forms are used.

Discuss and compare the function of business forms.

Discuss the information contained on each form and emphasize the importance of accuracy in preparing and verifying information.

Collect various forms from local businesses for a bulletin board display.

Discuss the needs of different inventories used.

Display samples of inventory cards used.

Discuss the fact that the student on the job might be assigned the task of procuring, storing, and issuing supplies.

BOOKKEEPING/ACCOUNTING

BOOKKEEPING/ACCOUNTING

Suggested Grade Level	DESCRIPTION	Approximate Time
10, 11, 12		5-75 hours

Individual modules or segments will be presented on the following: accounts receivable, accounts payable, financial statements, federal income tax, petty cash, and payroll. These are not for the student who should take the full course, but for the student who has a need to study any one of the modules, i.e., a cooperative office education student who needs help in accounts receivable.

Suggested Grade Level	Accounts Receivable	Approximate Time
11, 12		5-10 hours

Whenever goods are shipped or services rendered to a customer on credit, it is necessary to maintain a record of transactions from the time goods are shipped or services rendered until the time payment is received. This module is for a business selling a product.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Vocabulary Customer's Order Prepare Shipping Order Shipping Order Invoice (Sales) Cash Receipts			

BOOKKEEPING/ACCOUNTING

Accounts Receivable

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 20 words	students will identify those words related to accounts receivable	with 90 percent accuracy within 5 minutes
Given a shipping order	students will record all pertinent information needed for an invoice	with 90 percent accuracy within 5 minutes
Given a cash receipts journal with 10 entries recorded in it and a series of ledger accounts	students will post the journal entries to the ledger accounts	with 90 percent accuracy within 15 minutes
Given a set of 5 invoices	students will make journal entries in the sales journal	with 90 percent accuracy within 10 minutes
Given a set of 5 remittance slips	students will make journal entries in the cash receipts journal	with 90 percent accuracy within 10 minutes

BOOKKEEPING/ACCOUNTING

Accounts Receivable

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Vocabulary	Prepare a list of words used in this module.
Customer Order Approve Credit Audit Customer's Order	Have copies of shipping orders, invoices, checks, accounts receivable ledger, sales journal, cash receipts journal for a bulletin board display.
Prepared Shipping Order Copy to Customer Filing Customer's Order Shipping Order Copy to Warehouse Process Customer's Order Send Shipping Order to Accounts Receivable	
Shipping Order Computes Extensions Totals	Have invoices and shipping orders available so students can check them for accuracy and completeness.
Invoice (Sales) Send Copy to Customer Journalize Sales Journal Post Accounts Receivable Ledger	

BOOKKEEPING/ACCOUNTING

Accounts Receivable

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Cash Receipts	
Prepare Remittance Slip	Have students prepare a flow chart illustrating the steps involved in the accounts receivable process.
Verify with Invoice	
Journalize	
Cash Receipts Journal	Guest speaker--an employee who is engaged in handling accounts receivable.
Post	
Accounts Receivable Ledger	

BOOKKEEPING/ACCOUNTING

Accounts Payable

Suggested Grade Level
11, 12

DESCRIPTION

Approximate Time
5-10 hours

Whenever goods are received from a supplier on credit, it is necessary to maintain a record of the transaction from the time the supplier's invoice is received until the time payment is made. This module is for a business selling a product.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Vocabulary Purchase Requisition Prepare Purchase Order Invoice (Purchase) Cash Payments			

BOOKKEEPING/ACCOUNTING

Accounts Payable

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 25 words	students will identify those words related to accounts payable	with 90 percent accuracy within 5 minutes
Given a purchase requisition	students will record all information needed for a purchase order	with 90 percent accuracy within 5 minutes
Given a set of 5 invoices	students will make journal entries in the purchases journal	with 90 percent accuracy within 10 minutes
Given a cash payments journal with 10 entries recorded in it and a series of ledger accounts	students will post the journal entries to the ledger accounts	with 90 percent accuracy within 15 minutes
Given a set of 5 check stubs	students will make journal entries in the cash payments journal	with 90 percent accuracy within 10 minutes

BOOKKEEPING/ACCOUNTING

Accounts Payable

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Vocabulary	Prepare a list of words used in this module.
Purchase Requisition Goods Needed Supplier Selected	Have copies of purchase requisitions, purchase orders, invoices, purchase journal, accounts payable ledger, check stubs, and cash payment journal for bulletin board display.
Prepare Purchase Order Copy to Supplier Filing Purchase Requisition Purchase Order Copy to Warehouse Receives Goods Checks Purchase Order with Goods Received Send Copy to Accounts Payable	
Invoice (Purchase) Received Invoice Check Against Purchase Order Audit Invoice Check Discount Terms	Make invoices available so students can check the computations for accuracy.
Cash Payments Issue Check Check Stub Journalize Cash Payment Journal Post Accounts Payable Ledger	Have student prepare a flowchart illustrating the steps involved in the accounts payable process. Guest speaker--an employee who is engaged in handling accounts payable. Use commercially prepared materials.

BOOKKEEPING/ACCOUNTING

Financial Statements

Suggested Grade Level
10, 11, 12

DESCRIPTION

Approximate Time
5-10 hours

Because of the amount of freedom of choice in our economic system--freedom to own property, to buy and sell, to spend or invest earnings, we need to know the financial status of the family or business economy. We can find this information by studying two financial statements. These are the balance sheet and the income statement. The balance sheet gives a picture as of a specific date while the income statement shows how the family or business has done during the stated period of time. This module will show the anatomy of the income statement and balance sheet.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Financial Statements Anatomy of Income Statements Anatomy of a Balance Sheet			

BOOKKEEPING/ACCOUNTING

Financial Statements

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 25 terms	students will identify those terms which could be used on a balance sheet or an income statement	with 90 percent accuracy within 10 minutes
Given the amount of income and expenses	students will figure the amount of net profit	with 100 percent accuracy within 2 minutes
Given the amount of the assets and liabilities	students will figure the amount of owner's equity	with 100 percent accuracy within 2 minutes
Given a list of 25 account titles	students will identify those accounts that belong under the income statement and those that belong under the balance sheet	with 95 percent accuracy within 10 minutes

BOOKKEEPING/ACCOUNTING

Financial Statements

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Financial Statements Whose Finances Why Important	Class discussion on an individual, family, church, club, school and business finances, and the importance of how to read, understand, and how to prepare financial statements.
Anatomy of an Income Statement Income Expenses Profit	Using a simulated situation, place on the chalkboard the systematic outline for an income statement and a balance sheet.
Anatomy of a Balance Sheet Assets (owned) Liabilities (owed) Owners Equity (net worth)	Have each student prepare a personal income statement and a balance sheet.

Federal Income Tax

Suggested Grade Level
10, 11, 12

DESCRIPTION

Approximate Time
10-20 hours

Everyone in our society is affected by income taxes directly or indirectly. Therefore, students need to know how to keep accurate records and file income tax returns. This module introduces students to the role of taxes in our society and selecting and filling out of pertinent forms and returns from the simplified to the more complex.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Vocabulary Taxes in Our Society Forms Individual Income Tax	Form 1040 Form 1040-ES		

BOOKKEEPING/ACCOUNTING

Federal Income Tax

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 25 terms	students will identify those terms related to income tax	with 90 percent accuracy within 5 minutes
Given a list of 18 major programs using revenue and sources from which funds are obtained	students will demonstrate that they understand the role of taxes in our society by identifying which are programs and which are sources	with 80 percent accuracy within 10 minutes
Given the following forms: SS-5, W-4, W-4E, and W-2	students will define the special use of each	with 90 percent accuracy within 10 minutes
Given pertinent information; i.e., role of single or married person filing joint or separate returns	students will be able to select and prepare form 1040A or 1040 using tax tables for a refund or additional payment due to the government	with 90 percent accuracy within 20 minutes
Students using own W-2 forms	will prepare their own returns on form 1040A	with 100 percent accuracy within 15 minutes

BOOKKEEPING/ACCOUNTING

Federal Income Tax

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Vocabulary	Use crossword puzzle on tax terms.
Taxes in Our Society Collection Disbursement	Divide class into 2 groups and have one group search where and how revenues are collected and the second group search how revenues are used in our society.
Forms SS-5 W-4 W-4E W-2	Guest speaker from social security office. Film on taxes from the internal revenue service. Collect tax forms, pertinent materials, and any newspaper items on taxes and prepare a bulletin board display.
Individual Income Tax Form 1040A Form 1040 Separate Return Joint Return Dividends Interest	Students in the role of a single person will work on filling out Form 1040A using tax tables in figuring out tax refunds or tax liabilities. Students in the role of a married couple will work on filling out Form 1040 but will first determine whether to file separate returns or joint return and proceed to learn on how to report dividends and interest. Work sample problems. Obtain teacher's kit on teaching federal income taxes from nearest district office of internal revenue service.

BOOKKEEPING/ACCOUNTING

Federal Income Tax

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given pertinent information; i.e., role of a married couple with dependents filing a joint return and other income	students will be able to fill out form 1040 with supporting schedules and determine the correct tax	with 80 percent accuracy within 60 minutes
Given an income of $12,000 from wages and other income of $500 for a couple with two dependents	students will be able to fill out form 1040-ES and compute the estimated tax	with 80 percent accuracy within 40 minutes

BOOKKEEPING/ACCOUNTING

Federal Income Tax

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Form 1040 Dependents Joint Returns Itemizing Deductions Non-deductions Supporting Schedules	Students in the role of a married couple will work on filling out Form 1040 with supporting schedules. They must know various types of income--schedule B; the different parts of schedule A--medical and dental, taxes, contributions, interest expense, casualty loss; benefits of itemizing deductions and the handling of excess FICA withheld. Work sample problem with above information included.
Form 1040-ES Who Must File How to File	Stress the importance of keeping a record of all income other than wages. Use transparency with a sample problem. Discuss the retention of vital tax records.

BOOKKEEPING/ACCOUNTING

Petty Cash

Suggested Grade Level
11, 12

DESCRIPTION

Approximate Time
5-10 hours

Whenever businesses deposit all cash intact and pay all bills by check, it is necessary to establish a petty cash fund for expenditures made in cash. It is necessary from time to time to restore this fund to its original amount by a transfer from cash of a sum equal to total disbursements.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Vocabulary Establish Fund Disbursements Replenish Fund			

BOOKKEEPING/ACCOUNTING

Petty Cash

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 10 words	students will identify those words related to petty cash	with 90 percent accuracy within 5 minutes
Given a check stub	students will make a journal entry required to establish the petty cash fund	with 100 percent accuracy within 2 minutes
Given 5 transactions to be recorded in a petty cash book	students will be able to make entries	with 90 percent accuracy within 10 minutes
Given a petty cash book that has been totaled and ruled	students will be able to make the journal entry required to replenish petty cash fund	with 95 percent accuracy within 5 minutes

BOOKKEEPING/ACCOUNTING

Petty Cash

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Vocabulary	Prepare a list of words used in this module.
Establish a Fund	
Check	Show filmstrip.
Petty Cash Book	
Check Stub	Build up a collection of forms that relate to petty cash procedures in local business firms.
Journalize	
Disbursements	
Petty Cash Vouchers	An authorized person gives you receipts which he has paid from his own pocket--determine steps needed to record this information.
Petty Cash Book	
Replenish Fund	Student classifies and totals petty cash vouchers.
Proof Petty Cash	
Check	Guest speaker--an employee who is engaged in handling petty cash.
Petty Cash Book	
Check Stub	Use prepared transparency of information related to this module.
Journalize	

Payroll

Suggested Grade Level
11, 12

DESCRIPTION

Approximate Time
10-15 hours

Employers are required to keep accurate records for payroll purposes. As tax rates change frequently the teacher must be knowledgeable of current tax legislation. This module will include payroll records, the recording of employer and employee transactions and payroll tax returns. For information regarding time cards, gross earnings, deductions--required and voluntary, net earnings, and types of payments refer to the module on Record Keeping/Financial Records.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Payroll Records Accounting for Payroll	Payroll Tax Returns		

BOOKKEEPING/ACCOUNTING

Payroll

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given the required payroll data	students will be able to enter data in the payroll register and the employee earnings records	with 90 percent accuracy within 20 minutes
Given total payroll and payroll tax transactions	students will be able to record each transaction in the journal	with 85 percent accuracy within 10 minutes

BOOKKEEPING/ACCOUNTING

Payroll

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Payroll Records Payroll Register Employee Earning Records Employee Pay Statement	Prepare transparencies of the payroll register and employee earning record. Prepare a list of terms from the language of business related to payroll.
Accounting for Payroll Employee Expense Liabilities Employer Expense Liabilities	Use chalkboard with a sample problem to record the payroll. Use chalkboard with a sample problem to record payroll taxes.

BOOKKEEPING/ACCOUNTING

Payroll

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 8 definitions	students will be able to identify each of the following payroll reports and tax returns: Employee's Withholding Exemption Certificate (Form W-4) Employer's Annual Federal Unemployment Tax Return (Form 940) Employer's Quarterly Federal Tax Return (Form 941) Federal Tax Deposit (Form 501) Reconciliation of Income Tax Withheld and Transmittal of Wages Statement (Form W-3) Wages and Taxes Statement (Form W-2)	with 80 percent accuracy within 10 minutes

Payroll

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Payroll Tax Returns Federal Tax Deposit (Form 501) Employer Quarterly Federal Tax Return (Form 941)	Maintain a file of latest payroll tax forms--W-2, W-3, W-4, 940, 941, 501--and prepare a bulletin board display.
Employer Annual Federal Tax Return (Form 940)	Provide information needed for students to practice filling out Forms 501 and 941.
Wage and Tax Statement (Form W-2) Reconciliation of Income Tax Withheld and Transmittal of Wages Statement (Form W-3)	Have students do some research to find information needed to prepare Form W-3.

343

344

DATA PROCESSING

DATA PROCESSING

Suggested Grade Level
9, 10, 11, 12

DESCRIPTION

Approximate Time
10-20 hours

There is a need by many business teachers for information in Data Processing that is not too technical. Material that different types of students may study and benefit from and which can be used in a number of business courses. This module will introduce those students who have not had a chance to take a scheduled class to some of the many uses that are being made of Data Processing in the business world today.

Before beginning this module of work it is recommended that a pretest be prepared and given to the students. At the completion of the module a post test should be given. These tests should not be graded but used to show if progress has been made.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Usage of Data Processing	Punched Card System		
Importance of Records	Common Machine Language		
Data Processing Cycle	Electronic Computer		
Punched Card	Programming		
Applications	Sales Slip Cycle		
	Job Opportunities		

DATA PROCESSING

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 10 forms	students will identify those used in basic data processing	with at least 80 per cent accuracy within 10 minutes
Given 15 common data processing terms	students will define each term	with at least 75 percent accuracy within 20 minutes
Given the term "input"	students will list at least 4 types of input devices	with 90 percent accuracy within 10 minutes
Given the term "output"	students will list at least 4 types of output devices	with 90 percent accuracy within 10 minutes
Given a standard punched card	students will answer a series of 10 questions	with 90 percent accuracy within 10 minutes
Given a list of businesses	students will select those businesses that are currently using automated data processing	with 90 percent accuracy within 10 minutes

DATA PROCESSING

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Usage of Data Processing Shortage of Clerical Workers Increase Volume of Business Requirement for Speed and Accuracy Economy Better Work Reports	Use of films or filmstrips. Research amount of paper work processed in school and other businesses. List the internal and external needs of a business. Students answer question, "Why must a business process data?"
Importance of Records Help Management Satisfy Customer Needs Supply Information to Government for Tax Purposes	Have students choose a business of their choice--list kinds of records that are kept. Bring in tables used in calculating sales taxes, payroll withholding taxes, etc.
Data Processing Cycle Collection of Data Input Media Punched Card Punched Paper Tape Magnetic Tape Magnetic Ink Characters Optical Scanning Cathode-ray Tube Manipulation Classifying Sorting Computation Summarizing Storage and Retrieval	Have students bring data processing information for a bulletin board display (original documents--checks, time cards, sales slips, etc.) Visit a local bank to study the use of magnetic ink character in the bank's data processing system. Have students identify data and group it into classes. Have students arrange given data according to sequence and by common characteristics. Students will explain by illustration or description how information is stored. Have students prepare a list of output media.

DATA PROCESSING

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Data Processing Cycle (Continued) Output Media Punched Card Punched Paper Tape Magnetic Tape Electric Typewriters Cathode-ray Tube Printouts	Collect illustrations of equipment and other pertinent materials and prepare a bulletin board display.
Punched Card Structure Characteristics Parts or Divisions Capacities Coding Design and Layout	Use samples of 80-column cards to introduce and to analyze the punched card.
Application (Where Found) Financial and Banking Engineering Science Statistics Military Business and Industry Accounting Payroll Inventory Control Production Scheduling Labor Distribution Sales Analysis Market Forecasting Management Forecasting	Make survey of the methods that local businesses use to process data. Guest speaker from any one of these businesses.

DATA PROCESSING

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of definitions	students will identify definitions related to punched card data processing	with 90 percent accuracy within 10 minutes
Given a list of definitions	students will identify definitions related to punched tape and edge punched cards	with 90 percent accuracy within 10 minutes
Given a series of binary numbers	students will determine decimal equivalent	with 90 percent accuracy within 10 minutes
Given three decimal numbers	students will represent them in binary notation	with 100 percent accuracy within 5 minutes
Given a list of jobs	students will identify 5 job opportunities by title and required educational preparation	with 90 percent accuracy within 10 minutes
Given a sales invoice	students will classify items to be recorded on it as constant or variable data	with 90 percent accuracy within 10 minutes
Identifying basic data processing operations	students will list at least 6 steps of the processing cycle	with 90 percent accuracy within 10 minutes
Preparing a computer program	students will list at least 5 of the 6 basic activities needed	with 90 percent accuracy within 10 minutes

DATA PROCESSING

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Punched Card System	
Recording	Prepare bulletin board display on punched card equipment.
Card Punch/Key Punch	
Verifier	Arrange a field trip to a business that has this type of equipment.
Reproducer	
Interpreter	
Sorting	
Sorter	
Computing	
Calculator	
Storage and Retrieval	
Merging	
Matching	
Sequence Checking	
Reporting/Summarizing	
Accounting Machine	
Control Panel	
Common Machine Language	Use sample 80-column card for coding alphabetic and numeric information.
Card Punch Code	
Channel Code	
Binary	Review the decimal system and present the binary number system.
Electronic Computers	Collect illustrations of computer equipment and other pertinent materials and prepare a bulletin board display.
Definition of Electronic Computer	
Parts of Computer	
Types of Electronic Computer	
Analog--Scientific Research	
Digital--Business Data Processing	

CONTENT OUTLINE	LEARNING ACTIVITIES
Electronic Computers (Continued) Classification Desk Size Computers Small Computers Intermediate Size Computers Large Size Computers	
Programming (Program) Analyzing Planning Flowchart Coding Compiling Testing Documenting	Prepare a flowchart template on a heavv piece of cardboard having the following symbols: input/output, process, decision, direction-of-flow, record book, and document.
Sales Slip Cycle Origination Sales Slip Input Coded to Machine Language Key Punch Manipulation Sorter Accounting Machine Output Monthly Statement	Take sales slip and prepare flowchart of its cycle.

DATA PROCESSING

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Job Opportunities	
Key-punch Operator Tabulating Machine Operator	Guest speaker (an employee) that is involved in one of these job opportunities.
Console Operator Statistical Clerk Programmer Systems Analyst Supervisor (Each Job Area)	Prepare a report on types of careers and required training.

BUSINESS MATH

BUSINESS MATHEMATICS

Suggested Grade Level
10, 11, 12

DESCRIPTION

Approximate Time
10-90 hours

Office trainees need fundamental skills in business mathematics. Business employees are required to assemble, manipulate, and interpret numerical data.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Basic Arithmetic Skills Addition and Subtraction Multiplication and Division Percentage Rounding Off	Rapid Calculating Techniques Binary System Measurement	Mathematics of Distribution Mathematics of Investments	
Metric System History Fundamentals Decimal System Advantages			

BUSINESS MATHEMATICS PRETEST

Directions: Solve each of the following problems to determine your present business mathematics skill level.

1. Add

$$\begin{array}{r} 50 \\ 37 \\ 87 \\ 82 \\ 67 \\ \underline{39} \end{array}$$

2. Subtract

$$\begin{array}{r} 18502 \\ \underline{-6318} \end{array}$$

3. Multiply 685 by 35
4. Divide 3006 by 27
5. $1/4 + 1/5 + 3/10 =$
6. $2/5 - 1/8 =$
7. $2/7 \times 7/15 =$
8. $0.16 - .102 =$
9. $311 \times 0.013 =$
   (round to 2 decimal places)
10. $0.5 + 2.61 + 0.002 =$
11. $2.117 + .48 =$
12. 5% of 37 =
13. $375 less 20% discount =
14. If you have $3.60, how many ninety-cent books can you buy?
15. How many centimeters are in one meter?
16. If there are 2.54 centimeters in one inch, how many centimeters are in 5 inches?
17. If one kilometer is 0.6 miles, 24 miles is equal to how many kilometers?
18. 5% of $1500 is ?
19. At 55 miles per hour, how many miles could be traveled in 7 hours?
20. If a person makes $150 per week, how much would he make in a year?

SOLUTIONS: 1. 362 2. 12,184 3. 23,975 4. 111.33 5. 3/4 6. 11/40 7. 2/15
8. .058 9. 4.04 10. 3.112 11. 2.597 12. 1.85 13. $300 14. 4
15. 100 16. 12.7 17. 40 18. $75 19. 385 20. $7800

BUSINESS MATHEMATICS

Level I
STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 20 addition and subtraction problems including whole numbers, decimals, and fractions	the student will compute the answers	with 70 percent accuracy within 45 minutes
Given 15 multiplication and division problems including whole numbers, decimals, and fractions	the student will compute the answers	with 70 percent accuracy within 45 minutes
Given 10 problems	the student will convert percents to decimals and decimals to percents	with 90 percent accuracy within 10 minutes
Given 10 problems	the student will convert fractions to decimals	with 80 percent accuracy within 20 minutes
Given 10 five-place decimal numbers	the student will round off each number to 2 and 3 places	with 80 percent accuracy within 10 minutes
Given 10 measurements in United States units and a conversion table	the student will convert the United States units to metric units	with 80 percent accuracy within 20 minutes
Given an essay question to discuss 5 advantages of the metric system	the student will write a paragraph containing these 5 advantages	with 80 percent accuracy within 20 minutes

BUSINESS MATHEMATICS

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Basic Arithmetic Skills Addition and Subtraction Whole Numbers Decimals Fractions Reduce to Lowest Terms Multiplication and Division Whole Numbers Decimals Fractions Reduce to Lowest Terms Percentage Changing to Equivalent Forms Percents to Decimals Percents to Fractions Decimals to Percents Fractions to Percents Rounding Off	Use a pretest to diagnose the student's present mathematical skills. Send the students to the chalkboard in pairs to work problems. Use the overhead projector to work related problems. Use programmed materials. Fill out income tax returns. Compute sales taxes. Compute FICA taxes. Use the Postal Rate Table. Use payroll deduction tables. Use mathematics games and cross-number puzzles to add variety. Have students convert recipes for more or fewer servings.

BUSINESS MATHEMATICS

Level I

CONTENT OUTLINE

- Metric System
  - History
  - Fundamentals
    - Meter
      - Basic Unit of Measure
    - Standards of Length, Mass Capacity Derived From a Single Measurement
      - Meter for Length
      - Square Meter for Area
      - Liter (1 cubic decimeter) for Volume
      - Gram for Mass (Weight)
      - Watt for Power
      - Degree Celsius for Temperature
  - Decimal System
    - No Conversions from Unit to Unit
  - Advantages
    - Single Set of Prefixes are Used
    - Price Comparisons Easier
    - United States System
      - Inconsistent and Confusing
        - Inches, Feet, Yards

LEARNING ACTIVITIES

Survey businesses in the community to determine which ones are converting to the metric system.

Display charts giving conversions from United States measuring units to metric units.

Measure objects in metric units.

Convert from United States measuring units to metric units.

Display a conversion table.

Use the meter stick to measure a simulated office for repainting and carpeting.

Discuss consumer benefits by using the metric system.

Discuss the inconsistencies in the present measuring system.

BUSINESS MATHEMATICS

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 20 problems that are in a form for using mathematical shortcuts	the student will compute answers	with 80 percent accuracy within 10 minutes
Given 10 addition and subtraction problems written in Base 2	the student will compute the answers in Base 2 and check the answers by solving the problems in Base 10	with 80 percent accuracy within 30 minutes
Given a set of data containing 5 items	the student will select a form of graph and record the data thereon	with 80 percent accuracy within 20 minutes
Given 5 problems and common measuring tools (such as a ruler, meter stick, and yard stick)	the student will measure and record the measurements to the nearest unit for the measure being used	with 80 percent accuracy within 20 minutes
Given 5 problems requiring weighing of physical objects and a scale (such as a postal scale)	the student will weigh and record the weights	with 80 percent accuracy within 10 minutes

BUSINESS MATHEMATICS

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Rapid Calculating Techniques Vertical Skills Horizontal Skills Aliquot Parts Shortcuts Multiplication by a Power of 10 Division by a Power of 10 Casting out 9's 60-Day Method	Conduct short oral sessions having students give answers using mathematical shortcuts. Aid students in using rapid calculating techniques to solve and/or check answers.
Binary System Convert from Base 10 to Binary Convert from Binary to Base 10 Addition Subtraction Application to the Computer	Solve addition and subtraction problems in the binary system. Develop an electric light bulb model to illustrate binary numbers. Express data in binary--typing speed, shorthand speed, etc.
Measurement Graphs Line Circle Bar Length Volume Area Weight	Keep a weekly chart (graph) of price fluctuations of a stock. Graph skill development progress in Typing or Shorthand. Interpret graphs in newspapers and magazines. Plan the arrangement of office furniture and floor utilization in a simulated office. Weigh letters and packages for postage.

BUSINESS MATHEMATICS

Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given an invoice containing 5 items	the student will calculate the extensions, gross, trade discount, cash discount, and net total	with 85 percent accuracy within 20 minutes
Given the weekly sales of 5 salesmen and their commission rates	the student will calculate the commissions	with 85 percent accuracy within 10 minutes
Given the cost of 5 items and the percent of markup based on cost	the student will calculate the selling prices	with 85 percent accuracy within 10 minutes
Given the quotations of 5 stocks and the broker's fee	the student will calculate the cost of 125 shares	with 85 percent accuracy within 20 minutes
Given $1000 to invest for 3 years at 6 percent annual rate	the student will compute and compare the maturity value with simple interest and with compound interest (compounded annually)	with 85 percent accuracy within 20 minutes

BUSINESS MATHEMATICS

Level III

CONTENT OUTLINE	LEARNING ACTIVITIES
Mathematics of Distribution	Use workbook and appropriate practice sets.
Buying	
Trade Discounts	Use adding and calculating machines as a motivational tool.
Cash Discounts	
Selling	Use role playing.
Commissions	
Pricing	
Markup	
Computing Retail Price	
Mathematics of Investments	Use play money to pay a simulated stockbroker for a stock purchase.
Stock	
Bonds	Calculate the cost and yield on a stock purchase.
Saving Accounts	Discuss and compare investing $X at simple interest and $X at compound interest.
Simple Interest	
Compound Interest	
	Survey local financial institution for current interest rates.

ADDING AND CALCULATING MACHINES

ADDING AND CALCULATING MACHINES

Suggested Grade Level	DESCRIPTION	Approximate Time
10, 11, 12		20-40 hours

Adding and calculating machines have been developed to speed computations in the office. Modern business offices require employees to perform many machine calculating tasks. The student with adding and calculating machine skill will develop mastery to perform business applications such as discounting, percentage, proration, depreciation, inventory, commissions, and payroll. The development of skill in using the full-keyboard adding machine, ten-key adding machine, mechanical printing calculator, and the ten key electronic calculator should be available to all office education students. If the rotary and key-driven calculators are used in the business community, they should be taught, too.

10, 11, 12	Ten-Key Adding Machine	5-10 hours

Since ten-key adding machines are used in almost every office, the value of knowing their operation is evident. The touch system that is learned may be transferred to other calculating machines. A pretest and a posttest are on pages L-2 and L-3.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Basic Machine Operation Speed and Accuracy Development	Multiplication Speed and Accuracy development	Application Problems Speed and Accuracy Development Care of the Machine	

ADDING AND CALCULATING MACHINES

Pretest

This pretest will determine your present arithmetic ability for working on adding and calculating machines.

FOLLOW THESE DIRECTIONS:
1. Solve each of the following problems using pencil and paper.
2. Reduce all fractions to lowest terms.

Addition

1. 459.72
27.125
138.543
7.2
10.501
763.7

2. 14 1/5
+ 7 2/3

3. 14 ft. 21 in.
16 ft. 10 in.
9 ft. 4 in.

Subtraction

4. 534.2 - 73.23   5. 6 2/3 - 1 5/12   6. 7/12 - 1/2

Multiplication

7. 842 X 25   8. 27.0 X .077 (round to 2 decimal places)

9. 2/3 X 3/5   10. 1/2 X 3 2/5

Division

11. 645 ÷ 5   12. 394.2 ÷ 23 (round to 2 decimal places)   13. 1/3 ÷ 2/5   14. 3 2/7 ÷ 3 1/2

Fractions, Decimals, and Percentages

15. .08 = what %

16. 5/10 = what %

17. 3% = what decimal

18. 1/8 = what %

19. Change .30 to a fraction

20. 25% of 132

21. 350 less 20%

22. 1/5% of 300

23. 15 is what % of 75

24. Change 527% to a decimal

25. Which number is smallest?

3/7, .427, .0428, 3/5

Answers: 1. 1406.789 2. 21 13/15 3. 41 ft. 11 in. 4. 460.97 5. 5 1/4 6. 1/12 7. 21,050 8. 2.08 9. 2/5 10. 1 7/10 11. 129 12. 17.14 13. 5/6 14. 46/49 15. 8% 16. 50% 17. .03 18. 12.5% 19. 3/10 20. 33 21. 280 22. .6 23. 20% 24. 5.27 25. .0428

ADDING AND CALCULATING MACHINES

Posttest

In order to test the abilities you learned while working on the adding and calculating machines, you are to complete this test. It is exactly like the pretest you took earlier except that the numbers are different.

FOLLOW THESE DIRECTIONS:
1. Show your solutions in the space near the problem.
2. Reduce all fractions to lowest terms.

Addition

1. 309.76
   82.3
   24.859
   9.3174
   178.0
   327.5

2. 27 2/3
   + 6 3/4

3. 19 ft. 6 in.
   5 ft. 8 in.
   13 ft. 7 in.

Subtraction

4. 374.6 - 93.31 5. 3/5 - 5/7

Multiplication

6. 585 X 97 7. 78.4 X .673 8. 3169 X 10

9. 391 X 2230 10. 1/7 X 8 1/3

Division (for problems 11, 12, and 13, carry out to 3 decimal places, round to 2 decimal places)

11. 515 ÷ 91 12. 912.3 ÷ 273 13. 8472.9 ÷ 100 14. 5 1/6 ÷ 2/38

Fractions, Decimals, and Percentages

15. .35 = what %
16. 4/10 = what %
17. 24% = what decimal
18. 5/12 = what %
19. Change .70 to a fraction
20. 39% of 135
21. 304 less 74%
22. 77 is what % of 596
23. Change 237% to a decimal
24. Which number is greatest?
    5/12, 0.42, .071, .643
25. 1/3 of 930

Answers: 1. 931.7364 2. 24 5/12 3. 38 ft. 9 in. 4. 281.29 5. -4/35 6. 56,745 7. 5.27632
8. 31,690 9. 871,930 10. 1 4/21 11. 5.66 12. 3.34 13. 84.73 14. 2 10/57 15. 35% 16. 40%
17. .24 18. 42% 19. 7/10 20. 52.65 21. 79.04 22. 12.92% 23. 2.37 24. .643 25. 310

ADDING AND CALCULATING MACHINES
Ten-Key Adding Machine
Level 1

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 20 problems using addition and subtraction	the student will compute all problems using the touch method	with 80 percent accuracy within 30 minutes
Given 20 problems using subtotals and credit balance	the student will compute all problems using the touch method	with 80 percent accuracy within 30 minutes
Given a 3-minute timing using addition problems	the student will add as many problems as possible using the touch method	with 80 correct digits per minute
Given 25 theory questions based on machine operation and arithmetic rules	the student will answer the questions	with 85 percent accuracy within 30 minutes

ADDING AND CALCULATING MACHINES
Ten-Key Adding Machine
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Ten-Key Adding Machine Basic Operation Addition Clearing Machine Correction Key Method of Checking Work Decimals of Varying Length Subtotal Subtraction Correction of Entered Error Credit Balance	The introduction of the touch method of operation may be presented through films, teacher demonstration, or study of the text. This should include the proper posture, hand position, and proper finger control of keys. The proper way of clearing the machine and checking tapes, either with a pencil or by repeating the problems, should be taught. The touch method of operation will be learned. A pretest and posttest on arithmetic ability may be given. This would be a pencil and paper test. It would help the instructor to make initial machine assignments.
Speed and Accuracy Development	The text should present ample problems for the student to develop speed and accuracy. Short, timed speed drills should be given. Accuracy should be developed with no time element involved. The same drill could be repeated 3 times at the end of the period--once for speed, once for accuracy, and once combining speed and accuracy. The EDL controlled reader is also good for speed building.

ADDING AND CALCULATING MACHINES
Ten-Key Adding Machine
Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 20 problems with varying decimal places using multiplication	the student will compute all problems using the touch method	with 90 percent accuracy within 30 minutes
Given a 3-minute timing using addition problems	the student will add as many problems as possible using the touch method	with 100 correct digits per minute

ADDING AND CALCULATING MACHINES
Ten-Key Adding Machine
Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Ten-Key Adding Machine Multiplication Multiplication of Decimals Fractions Short-cut Multiplication Speed and Accuracy Development	Some of the problems presented on Level II should be in handwritten form. Division may be taught if the student finishes his assignment prior to the end of the time allowed for the unit.

ADDING AND CALCULATING MACHINES
Ten-Key Adding Machine
Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 3 problems based on the business applications studied	the student will compute the problems using the proper method	with 95 percent accuracy within 30 minutes
Given a 3-minute timing using addition problems	the student will add as many problems as possible using the touch method	with 120 correct digits per minute

397

398

ADDING AND CALCULATING MACHINES
Ten-Key Adding Machine
Level III

CONTENT OUTLINE	LEARNING ACTIVITIES
Ten-Key Adding Machine	Problems for practical application may be obtained from the text, practice sets, or teacher-prepared forms.
Practical Applications	
Weekly Sales Reports	
Reconciling Bank Statements	Integrated units, using other machines, may be developed.
Checks	
Sales Slips	The use of charts (OASI/FICA, decimal equivalent, etc.) should be incorporated into the problem work.
Stock Control Cards	
Statements of Account	
Payroll Computations	The rotation plan and/or individualized instruction should be used.
Invoices	
Verifying	
Speed and Accuracy Development	
Care of the Machine	The students should insert new tape when necessary.
Inserting New Tape	
Record of Machine Repairs	The students should complete the record for machine repairs if the machine becomes inoperable.

ADDING AND CALCULATING MACHINES
Full-Keyboard Adding Machine

Suggested Grade Level
10, 11, 12

DESCRIPTION

Approximate Time
5-10 hours

The full-keyboard adding machine is used in many offices when addition and subtraction are the two basic arithmetic operations performed. The keyboard is similar to other machines such as machines used in banks for recording deposits.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Basic Machine Operation Speed and Accuracy Development	Multiplication Speed and Accuracy Development	Application Problems Speed and Accuracy Development	

ADDING AND CALCULATING MACHINES
Full-Keyboard Adding Machine
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 25 theory questions about the full-keyboard adding machine parts and operation	the student will answer the questions	with 85 percent accuracy within 30 minutes
Given 20 addition problems containing whole numbers, fractions, and decimals	the student will compute the answers	with 80 percent accuracy within 30 minutes
Given 20 subtraction problems containing whole numbers, fractions, and decimals	the student will compute the answers	with 80 percent accuracy within 30 minutes
Given a 3-minute timing on the full-keyboard adding machine	the student will add	at the rate of 60 correct digits per minute

ADDING AND CALCULATING MACHINES
Full-Keyboard Adding Machine
Level I

CONTENT OUTLINE

- Full-Keyboard Adding Machine
  - Basic Machine Operation
    - Number Key Arrangement
    - Motor Bars
    - Special Function Keys
      - Non-add
      - Repeat
      - Correction Key
      - Other
    - Addition
      - Whole and Decimal Numbers
      - Multiple-Key Depression
      - Fractions with a Fixed Decimal
      - Proving Work
      - Subtotal
    - Subtraction
      - Whole and Decimal Numbers
      - Error Correction
      - Credit Balances
      - Fractions with Fixed Decimal
  - Speed and Accuracy Development

LEARNING ACTIVITIES

Job instruction sheets should be developed for each machine taught to permit each student to progress at his own individual rate. These instruction sheets should outline the daily class procedures, jobs to be completed, test days, and evaluation standards.

The instructor should demand proper care of equipment at all times. Abuse of any equipment should not be tolerated. Good machine operating techniques (touch addition, correct posture, etc.) should be encouraged.

Demonstrate the basic operation of the machine to the student. At this time emphasize good machine operating techniques and proper fingering.

Use illustrations in a machines textbook.

405

406

ADDING AND CALCULATING MACHINES
Full-Keyboard Adding Machine
Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 10 multiplication problems containing whole numbers, fractions, and decimals	the student will compute the answers	with 90 percent accuracy within 30 minutes
Given a 3-minute timing on the full-keyboard adding machine	the student will add	at the rate of 70 correct digits per minute

ADDING AND CALCULATING MACHINES
Full-Keyboard Adding Machine
Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Full-Keyboard Adding Machine Multiplication Whole and Decimal Numbers Shortcut Method of Multiplication Speed and Accuracy Development	Use problems provided in machine workbooks.

409 410

ADDING AND CALCULATING MACHINES
Full-Keyboard Adding Machine
Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 5 application problems including such things as sales reports, earnings records, and journals	the student will compute the answers	with 95 percent accuracy within 30 minutes
Given a 3-minute timing on the full-keyboard adding machine	the student will add	at the rate of 85 correct digits per minute

ADDING AND CALCULATING MACHINES
Full-Keyboard Adding Machine
Level III

CONTENT OUTLINE	LEARNING ACTIVITIES
Full-Keyboard Adding Machine	Use an appropriate practice set.
Application Problems	
Sales Reports	
Earnings Records	
Check Books	
Journals	
Payroll	
Speed and Accuracy Development	

ADDING AND CALCULATING MACHINES

Ten-Key Mechanical Printing Calculator

DESCRIPTION

Suggested Grade Level
10, 11, 12

Approximate Time
5-10 hours

The touch system learned on the ten-key adding machine is used to operate the ten-key mechanical printing calculator. This machine is used for more complicated business problems involving multiplication and division.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Basic Machine Operation Speed and Accuracy Development	Multiplication/Division Speed and Accuracy Development	Application Problems Speed and Accuracy Development Care of Machine	

ADDING AND CALCULATING MACHINES
Ten-Key Mechanical Printing Calculator
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 20 problems using addition, subtraction, subtotals and credit balances	the student will compute all problems using the touch method	with 80 percent accuracy within 30 minutes
Given a 3-minute timing using addition problems	the student will add as many problems as possible using the touch method	with 80 correct digits per minute
Given 25 theory questions based on machine operation and arithmetic rules	the student will answer the questions	with 85 percent accuracy within 30 minutes

418

417

ADDING AND CALCULATING MACHINES
Ten-Key Mechanical Printing Calculator
Level I

CONTENT OUTLINE

- Ten-Key Mechanical Printing Calculator
  - Basic Operation
    - Addition
      - Clearing Machine
      - Correction Key
      - Methods of Checking Work
      - Decimals of Varying Length
      - Subtotal
    - Subtraction
      - Correction of Entered Errors
      - Credit Balance
  - Speed and Accuracy Development

LEARNING ACTIVITIES

The touch method for addition should be learned.

Bulletin board displays illustrating machines not in the class may be prepared.

Sales representatives may be asked to demonstrate other ten-key mechanical printing calculators.

ADDING AND CALCULATING MACHINES
Ten-Key Mechanical Printing Calculator
Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 20 problems with varying decimals and whole numbers and using multiplication, constant multiplication, and accumulative multiplication	the student will compute all problems	with 90 percent accuracy within 30 minutes
Given 20 problems with decimal numbers and whole numbers and using division and constant division	the student will compute all problems	with 90 percent accuracy within 30 minutes
Given 20 problems using percentage and chain discount	the student will compute all problems	with 90 percent accuracy within 30 minutes
Given a 3-minute timing using addition problems	the student will add as many problems as possible using the touch method	with 100 correct digits per minute

ADDING AND CALCULATING MACHINES
Ten-Key Mechanical Printing Calculator
Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Ten-Key Mechanical Printing Calculator	Some of the problems presented on Level II should be in handwritten form.
Multiplication	
Multiplication of Decimals	
Constant Multiplication	
Fractions	
Accumulative Multiplication	
Division	
Whole Numbers	
Decimal Numbers	
Constant Division	
Problems Using Percentage	
Problems Using Chain Discount	
Speed and Accuracy Development	

ADDING AND CALCULATING MACHINES
Ten-Key Mechanical Printing Calculator
Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 3 problems based on the business applications studied	the student will compute the problems using the proper method	with 95 percent accuracy within 30 minutes
Given a 3-minute timing using addition problems	the student will add as many problems as possible using the touch method	with 120 correct digits per minute

ADDING AND CALCULATING MACHINES
Ten-Key Mechanical Printing Calculator
Level III

CONTENT OUTLINE	LEARNING ACTIVITIES
Ten-Key Mechanical Printing Calculator Practical Applications Invoices or Purchase Orders Extending Verifying Chain Discounts Sales Summaries Using Percent of Markup and Markdown Payroll Computation Accounts Receivable Ledger Prorating Expenses Commission Forms Summaries Involving Percent of Increase and Decrease	Problems for practical application may be obtained from the text, practice sets, or teacher-prepared forms. Integrated units using other machines may be developed. The use of charts, (OASI/FICA, Chain Discount, etc.) should be incorporated into the problem work.
Speed and Accuracy Development	
Care of the Machine Inserting New Tape Record of Machine Repairs	

ADDING AND CALCULATING MACHINES
Ten-Key Electronic Calculator
DESCRIPTION

Suggested Grade Level
10, 11, 12

Approximate Time
5-10 hours

The ten-key electronic calculator is the latest addition to the calculating machine family. It is being used in increasing numbers in the modern office because of its ease and speed of operation and quietness.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Basic Machine Operation Speed and Accuracy Development	Multiplication/Division Speed and Accuracy Development	Application Problems Speed and Accuracy Development	

ADDING AND CALCULATING MACHINES
Ten-Key Electronic Calculator
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 25 questions about the electronic calculator machine parts and operation	the student will answer the questions	with 85 percent accuracy within 30 minutes
Given 20 addition problems containing whole numbers, decimals, and fractions	the student will compute the answers	with 80 percent accuracy within 30 minutes
Given 20 subtraction problems containing whole numbers, decimals, and fractions	the student will compute the answers	with 80 percent accuracy within 30 minutes
Given 20 multiplication problems containing whole numbers, decimals, and fractions	the student will compute the answers	with 80 percent accuracy within 30 minutes
Given a 3-minute timing on addition problems	the student will add	at the rate of 80 correct digits per minute

ADDING AND CALCULATING MACHINES
Ten-Key Electronic Calculator
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES

CONTENT OUTLINE

- Ten-Key Electronic Calculator
  - Basic Machine Operation
    - Touch Technique
    - Work Habits and Posture
    - Clearing the Machine
    - Setting Decimals
    - Making Corrections
    - Round Off Settings
    - Memory Storage and Recall
  - Addition
    - Whole Numbers and Decimals
    - Fractions
    - Repeat Addition
  - Subtraction
    - Whole Numbers and Decimals
    - Fractions
    - Credit Balances
  - Multiplication
    - Whole Numbers and Decimals
    - Fractions
  - Division
    - Whole Numbers and Decimals
    - Fractions

  - Speed and Accuracy Development

LEARNING ACTIVITIES

The formula to find the number of correct digits per minute is:

$$\text{cdpm} = \frac{\left(\begin{array}{l}\text{correct problems X}\\ \text{digits per problem}\end{array}\right) + \begin{array}{l}\text{extra digits in}\\ \text{incomplete problem}\end{array}}{\text{(divided by)} \quad \text{number of minutes timed}}$$

Let faster students help slower students.

ADDING AND CALCULATING MACHINES
Ten-Key Electronic Calculator
Level II
STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 20 problems which include constants, percentage, discounts, accumulative multiplication, and proration	the student will compute the answers	with 90 percent accuracy within 30 minutes
Given a 3-minute timing on addition problems	the student will add	at the rate of 100 correct digits per minute

ADDING AND CALCULATING MACHINES
Ten-Key Electronic Calculator
Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Ten-Key Electronic Calculator Multiplication Chain Multiplication Constants Discount and Net Amount Percentage Accumulative Multiplication Division Constants Percentage Proration Speed and Accuracy Development	Make a survey of calculating machines used in the local business community. Display posters and wall charts of machines. Use machine operating manuals provided by the machine manufacturer.

ADDING AND CALCULATING MACHINES
Ten-Key Electronic Calculator
Level III
STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 5 application problems including such things as sales analysis, markup, interest, commission, proration and payroll	the student will compute the answers	with 95 percent accuracy within 30 minutes
Given a 3-minute timing on addition problems	the student will add	at the rate of 120 correct digits per minute

ADDING AND CALCULATING MACHINES
Ten-Key Electronic Calculator
Level III

CONTENT OUTLINE	LEARNING ACTIVITIES
Ten-Key Electronic Calculator Application Problems Sales Reports Sales Analysis Markup and Markdown Commission Interest Depreciation Payroll Invoicing Prorating Expenses Speed and Accuracy Development	Use the electronic calculator in a simulated model office. Develop short projects requiring the use of the electronic calculator.

MACHINE TRANSCRIPTION

MACHINE TRANSCRIPTION

Suggested Grade Level
11, 12

DESCRIPTION

Approximate Time
5-25 hours

Many employers prefer to use machine transcription rather than use the time of a stenographer. An employer may employ a secretary who does not have shorthand skills or may have no personal secretary and, therefore, uses a word processing center or stenographic pool.

An increasing use of electronic recording methods and developing of word processing centers reinforces need for machine transcription skills.

This instructional module may be individualized. It may be taught on a battery plan or may be part of a rotation plan.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Familiarization with Different Types of Machines Orientation to Machine Organization of Materials Work Habits Machine Operation Transcription Aids	Development of Reference Usage Development of Vocabulary and Spelling Aids Transcription Student Dictation of Prepared Material	Continued Development of Reference Usage Continued Development of Spelling, Vocabulary, Etc. Further Development of Transcription Introduction of Specialized Transcription Student Composition of Dictation	Development of High Proficiency on Transcription of General Items Further Development of Specialized Units of Student's Choice In-Basket Problem on Student Dictation

MACHINE TRANSCRIPTION

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 3 short letters	the student will transcribe an original only	within 45 minutes 3 Mailable Letters--A 2 Mailable Letters--B 1 Mailable Letter---C Student with C or above on this test may proceed to Level II. Student with less than a C should repeat unit or practice additional materials prior to repeating test.

MACHINE TRANSCRIPTION

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Familiarization of Student With Different Types of Transcribing Machines	Teacher present an overview of machines in classroom. Prepare a bulletin board display.
Orientation to Transcribing Machines	Properly attach foot feed, listening device, insert software and indicator slip and set volume, tone, and speed control.
Organization of Materials	Clean typewriter keys. Collect reference manuals. Collect typing paper and eraser.
Development of Efficient Work Habits	Stress getting to work quickly. Stress mailable copy on first typing.
Operation of Machine	One of these methods may be used: Teacher demonstrates Student uses machine manual One student demonstrates to another student Student uses slide presentation with machine in a carousel Request manufacturer's representative to demonstrate
Preview of Material	Review indicator slip and note corrections, rush items, length of letters, and number of carbons. If not well marked, student may need to listen to dictation before attempting transcription.
Distribution of Spelling Aid Sheets and Reference Books	Introduce spelling sheet and reference books. Note: Teacher should point out that these are in place of company manuals, correspondence and trade journals that would be studied on the job.

MACHINE TRANSCRIPTION

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Presentation of Paragraphing Techniques	Discuss or hand out informational sheets.
Transcription of Approximately 10 Short to Average Length Letters and Memorandums.	Transcribe mailable copy with the following standards: Mailable--A Acceptable style with no noticeable erasures. Extremely neat Mailable--C Acceptable style with errors corrected. Acceptable neatness Unmailable--F Return all unmailable items on a daily basis for retyping Unit Grade--Average all items

MACHINE TRANSCRIPTION

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 2 average length letters and 1 average length memorandum	the student will transcribe with appropriate carbons	within 45 minutes 3 Mailable Letters--A 2 Mailable Letters--B 1 Mailable Letter---C Student with a C or above on this test may proceed to Level III. Student with less than a C should repeat unit or practice additional materials prior to repeating test.

MACHINE TRANSCRIPTION

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Development of Proper Use of Reference Materials	Review all of the aids available in a dictionary, stenographer's manual, ZIP code book, and atlas.
Development of Vocabulary and Spelling	Distribute drill sheets and administer quizzes. Apply in transcription.
Transcription	Assign approximately 10 longer, more complex letters and memorandums with carbon and envelopes. Transcribe mailable copy with the following standards: Mailable--A Acceptable style with no noticeable erasures. Extremely neat Mailable--C Acceptable style with errors corrected. Acceptable neatness Unmailable--F Return all unmailable items on a daily basis for retyping Unit Grade--Average all items
Student Dictation	Student dictates prepared letter Indicates number of carbons and other helpful instructions at beginning of letters Speaks naturally Student marks indicator slip indicating: Length of letters Corrections Rush items

MACHINE TRANSCRIPTION

Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 4 letters of 150 words each	the student will transcribe with appropriate carbons	within 45 minutes 4 Mailable Letters--A 3 Mailable Letters--B 2 Mailable Letters--C 1 Mailable Letters--D
and/or		
Given 6 items, one including corrections	the student will transcribe with appropriate carbons	within 45 minutes 4 out of 6 Mailable Items--A 3 out of 6 Mailable Items--B 2 out of 6 Mailable Items--C 1 out of 6 Mailable Items--D
and/or		
Given 400 words of letter copy with syllabic intensity of 1.5 to 1.7	the student will transcribe with appropriate carbons	400 words with all errors corrected within 30 minutes--A 400 words with all errors corrected within 35 minutes--B 400 words with all errors corrected within 40 minutes--C Student with a C or above on this test may proceed to Level IV. Student with less than a C should repeat unit or practice additional materials prior to repeating test.

MACHINE TRANSCRIPTION

Level III

CONTENT OUTLINE	LEARNING ACTIVITIES
Use of Reference Materials Spelling Words Vocabulary Words	Distribute drill sheets and administer quizzes. Apply in transcription.
Transcription	Assign approximately 15 letters, tabulations, and reports of varying length and complexity. The transcriber will be responsible for preparing appropriate number of carbons, envelopes and identifying and attaching any enclosures indicated making them mailable with the following standards: Mailable--A Acceptable style with no noticeable erasures. Extremely neat Mailable--C Acceptable style with errors corrected. Acceptable neatness Unmailable--F Return all unmailable items on a daily basis for retyping Unit Grade--Average all items
Specialized Transcription Material	Introduce approximately 10 specialized items such as legal, medical, insurance, education, technical materials, etc. and transcribe as mailable copy using same standards as above.
Student Dictation	Student should make a written outline of what he wishes to say. Student will practice composing while dictating 3 items.

MACHINE TRANSCRIPTION

Level IV

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 6 items of 150 words each	the student will transcribe with appropriate carbons	within 45 minutes 6 Mailable Items--A 5 Mailable Items--B 3-4 Mailable Items--C 2 Mailable Items--D
and/or		
Given 8 items, two including corrections	the student will transcribe with appropriate carbons	within 45 minutes 6 out of 8 Mailable Items--A 5 out of 8 Mailable Items--B 3-4 out of 8 Mailable Items--C 2 out of 8 Mailable Items--D
and/or		
Given 600 words of letter copy with syllabic intensity of 1.5 to 1.7	the student will transcribe with appropriate carbons	600 words with all errors corrected within 30 minutes--A 600 words with all errors corrected within 35 minutes--B 600 words with all errors corrected within 40 minutes--C The student may accept his grade for performance on first test or may repeat unit or practice additional material and repeat test to improve grade.

MACHINE TRANSCRIPTION

Level IV

CONTENT OUTLINE	LEARNING ACTIVITIES
Speed Development and Proofreading Ability	Transcribe items of various length and complexity. Student will be responsible for preparing appropriate number of carbons, envelopes and identifying and attaching any enclosures indicated. Transcribe mailable copy with following standards: Mailable--A Acceptable style with no noticeable erasures. Extremely neat Mailable--C Acceptable style with errors corrected. Acceptable neatness Unmailable--F Return all unmailable items on a daily basis for retyping Unit Grade--Average all items
Specialized Transcription	Student may choose and transcribe a particular unit such as legal, medical, insurance, education, technical materials, etc. as mailable copy using same standards as above.
Student Dictation--In-Basket Problem	Student determines what item should be dictated. Student composes and dictates the item.

REPROGRAPHICS/DUPLICATING

REPROGRAPHICS/DUPLICATING

Suggested Grade Level	DESCRIPTION	Approximate Time
10, 11, 12		1-29 hours

Every office worker needs to have knowledge of duplicating machines. They never know what kind of duplicator or copier an office will use, so it is best they become acquainted with as many machines as possible. They should know how to select the proper method to use, the cost, speed of producing the copy, ease of producing copy, number of copies required, how to produce the copy, and the clarity that is necessary. It is suggested this be taught on the rotation plan.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Fluid Duplicator Stencil Duplicator Offset Copiers	Stencil Duplicator Color Process Odd-Size Paper Runs Stencil Storage	Decision Making	

REPROGRAPHICS/DUPLICATING
Fluid Duplicator
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 50 objective questions including vocabulary over study sheets	the student will answer questions	with 80 percent accuracy within 45 minutes
Given an assignment to prepare a master with drawings, typing, and color along with an evaluation check sheet consisting of 10 items	the student will prepare master and run copies	with 90 percent accuracy within 30 minutes

REPROGRAPHICS/DUPLICATING
Fluid Duplicator
Level I

3-5 hours

CONTENT OUTLINE	LEARNING ACTIVITIES
Fluid Duplicator	Discuss the advantages and disadvantages of using a fluid duplicator.
Advantages	
Economical	
Fast and Simple	
Art Work Produced Easily	
Handwriting Produced Easily	
Color Produced Easily	
Machine Run Easily	
Reuseable Master	
Disadvantages	
Not Easily Read	
Limited Number Can Be Run	
Not Very Legible	
Easily Smudged	
Materials That Can Be Used	Demonstrate how these materials are used.
Master Set	
Preprinted Masters	Show examples of the impression paper and master sets.
Short Run Masters	
Medium Run Masters	Use machine manufacturer's related material for instruction of the fluid duplicator.
Long Run Masters	
Shading Plate	
Ball Point Pen	
Pencil	
Typewriter	
Some Styli	
Colored Carbon	

REPROGRAPHICS/DUPLICATING
Fluid Duplicator
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Materials That Can Be Used (Continued)	
Impression Paper	
Grade	
Grain	
Weight	
Color	
Preparation of the Typewriter	Demonstrate cleaning of typewriter keys and position of impression lever.
Electric Typewriter	
Clean Type	
Use Correct Impression Pressure	
Manual Typewriter	
Clean Type	
Light Touch for Punctuation Marks	
Firm Touch for Capitals	
Even Stroking for Other	
Preparation of the Master Set	Teacher or student demonstrate method of correcting masters.
Remove Tissue Sheet	
Insert the Master with Open End at Top	Films or film loops are available in this area.
Error Correction	
Razor Blade or Knife	
Cellophane Tape	
Correction Tape	
Correction Wax Pencil	

REPROGRAPHICS/DUPLICATING
Fluid Duplicator
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Machine Operation	Teacher or student demonstrate machine operation.
Add Fluid if Necessary	
Attach the Master	
Make a Trial Run	
Adjust Paper Horizontally	
Adjust Paper Vertically	
Set the Copy Counter	
Machine Cleanup	Demonstrate cleanup of machine.
Turn Off All Controls	
Wipe Up Lint, Dust or Dye Smudges	
Cover Machine	
Assignments	Give student study sheets on preparing masters and running the machine. Type a master correcting errors and run copies. Type a master using color insertions and run copies. Prepare a master using color with drawings and typing and run copies. Teacher may enlarge on above assignments. These assignments should be graded for clarity, cleanliness, arrangement, speed and following instructions.

REPROGRAPHICS/DUPLICATING
Stencil Duplicator/Mimeograph
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 50 objective questions including vocabulary over study sheets or textbook material	the student will answer the questions	with 80 percent accuracy within 30 minutes
Given a stencil to cut with a simple drawing and typing along with an evaluation check sheet consisting of 10 items	the student will prepare the stencil and run copies	with 90 percent accuracy within 50 minutes

REPROGRAPHICS/DUPLICATING
Stencil Duplicator/Mimeograph
Level I

5 hours

CONTENT OUTLINE	LEARNING ACTIVITIES
Stencil Duplicator/Mimeograph	Discuss the advantages and disadvantages of stenciling.
Advantages	
Higher Quality	
Many Copies Can Be Run	
Reasonably Priced	
Better Artistic Effects	
Greater Speed	
Stencils Can Be Reused	
Disadvantages	
More Difficult to Prepare Stencils	
More Preparation for Running Copies	
More Expensive for Short Runs	
More Difficult to Operate Machine	
Materials That Can Be Used	Discuss and demonstrate how these materials are used.
Stencils	
Pre-Cut	Film and film loops are available.
Short Run Stencils	
Long Run Stencils	
Machine Cut Stencils	
Correction Fluid	
Paper Clip	
Typewriter	
Shading Plates	
Lettering Guides	

REPROGRAPHICS/DUPLICATING
Stencil Duplicator/Mimeograph
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Materials That Can Be Used (Continued)	
Flexible Writing Plate	
Signature Plate	
Mimeoscope	
Ink	
Ink Pad	
Impression Paper	
Grade	
Grain	
Weight	
Color	
Preparation of Typewriter	Demonstrate the cleaning of the typewriter keys and show where the impression and stencil levers are.
Clean Typewriter Keys	
Set Ribbon Control on Stencil	
Set Impression Control Lever	
Cutting the Stencil on the Typewriter	Teacher demonstrate and explain stencil assembly and error correction.
Assemble Stencil for Typewriter	Student type a paragraph on a stencil to be duplicated. Use a guide copy to determine margin placement.
Film	
Stencil	
Cushion Sheet	
Backing Sheet	
Correction of Errors	
Paper Clip	
Correction Fluid	

REPROGRAPHICS/DUPLICATING
Stencil Duplicator/Mimeograph
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Machine Operation	Teacher or student demonstrate machine operation.
Machine Parts	
Check and Add Ink	Student run the stencil that they typed.
Paper Tray Adjustments	
Attachment of Stencil	
Trial Run	
Placement Adjustments	
Setting the Counter	
Run Copies	
Machine Cleanup	Demonstrate cleanup of machine.
Turn Off All Controls	
Wipe Up Ink Smudges	
Put Protective Cover on Machine	
Cover Machine	
Cutting the Stencil on the Mimeoscope	Demonstrate layout of stencil on the mimeoscope using a drawing and handwriting.
Flexibile Writing Plate	
Stencil	Student do a drawing with handwriting and run the stencil making copies.
Styli	
Shading Plates	
Lettering Guides	
T-Squares	
Assignments	Cut a stencil with a drawing and typing.
	Teacher can assign more jobs to be done at their descretion with drawings, writing, and typing from textbooks or teacher-prepared units.

REPROGRAPHICS/DUPLICATING
Offset
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 50 objective and terminology questions on the offset duplicator	the student will write the answers	with 80 percent accuracy within 50 minutes
Given an assignment to make a master (i.e., letterhead, cooking recipe) along with an evaluation check sheet consisting of 10 items	the student will do the art work and typing on a master and run copies	with 90 percent accuracy within 50 minutes

REPROGRAPHICS/DUPLICATING
Offset
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Offset	Discuss the advantages and disadvantages of the offset duplicator.
Advantages	
Copies of Excellent Quality	
High Volume Reproduction	
Masters Easily Prepared	
Disadvantages	
Machine Operation More Difficult	
Materials Used	Teacher should explain how to use these materials.
Direct-Image Master (Mats)	
Typewriter with Carbon Ribbon	
Grease Pencils	
Offset Eraser	
Offset Pen	
Ink	
Preparing the Master	Discuss how to prepare a master explaining the ribbons used, hand cleanliness, and ink colors. Examples of offset work should be shown.
Operation of the Machine	
Add the Ink	
Add Fountain Solution	
Cover Master with Solution i.e., Platex, Etch	Demonstrate how to use the machine.
Place Master on Machine	
Make a Trial Run	
Adjust Paper Horizontally	
Adjust Paper Vertically	
Set Copy Counter and Run	

REPROGRAPHICS/DUPLICATING
Offset
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Machine Cleanup Daily Turn Off All Controls Clean Blanket Empty Fountain Solution Weekly Clean Rollers Clean Out Ink	Demonstrate how machine should be cleaned.
Assignments	Type a master on a typewriter with a carbon ribbon and run copies. Prepare a master with drawings, writing, and typing and run copies. The teacher may enlarge on these assignments.

REPROGRAPHICS/DUPLICATING
Copiers
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 25 objective questions over discussion material	the student will answer questions	with 80 percent accuracy within 45 minutes

REPROGRAPHICS/DUPLICATING
Copiers
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Copiers Advantages Exact Copy One or Several Copies Ease of Operation Speed Some Copiers Will Make Transparencies Fluid Duplicator Masters Stencils Offset Masters Will Copy Small Print and Pictures and Do Laminating Disadvantages Cost of Copies Quantity of Copies	Discuss the advantages and disadvantages of the copier.
Materials Used Machine Operation Care of Machine	Discuss and demonstrate the supplies used, proper use of machine and care of the machine(s) available. Take a field trip where a copier(s) is in use. If a machine(s) is available, assignments may be made for actual use of the machine by the student.

REPROGRAPHICS/DUPLICATING
Stencil Duplicator/Mimeograph
Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a simple stenciling problem to be run on odd-size paper along with an evaluation check sheet consisting of 10 items	the student will prepare the stencil and run copies	with 90 percent accuracy within 50 minutes

REPROGRAPHICS/DUPLICATING
Stencil Duplicator/Mimeograph
Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Stencil Duplicator/Mimeograph Color Process Cutting the Stencil	Cut a stencil for a 2-color run. Allow 1 inch between the 2 colors.
Operating the Machine Three-Color Run	Assign a drawing to be run with 2 colors and rerun for the third color.
Odd-Size Paper Program	Cut stencils for a 2-sided program and run copies.
Postal Card	Cut a stencil for a postal card and run copies.
Stencil Storage	Explain stencil storage to the student and have them prepare 1 of their stencils for storage.
	Teacher can enlarge on activities by making other assignments such as making stationery, Christmas cards, programs.

REPROGRAPHICS/DUPLICATING

Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 10 problems with facts on how the copies will be utilized	the student will indicate which duplicator should be used	according to pre-determined standards set by the teacher

REPROGRAPHICS/DUPLICATING

Level III

CONTENT OUTLINE	LEARNING ACTIVITIES
Decision Making Type of Duplicator Cost Number of Copies Legibility Utilization Speed of Need Future Master Use	Give student 3 or 4 office-type duplicating jobs, and let the student decide which duplicator should be used for each job. Have them prepare masters and make copies based on their decision.

WORD PROCESSING

WORD PROCESSING

Suggested Grade Level
10, 11, 12

DESCRIPTION

Approximate Time
4-30 hours

Paperwork volume has increased 87 percent in the last decade. The Dartnell Report shows the cost of a business letter has gone up from $1.83 in 1960 to $3.41 in 1974. The Department of Commerce documents the continuing trend of rising salaries for office workers with secretarial salaries as the highest and increasing the fastest with 50 percent growth in secretarial force in each of the past two decades. While salaries are increasing, office productivity remains the same. Today's secretarial station is an up-to-date version of the same equipment used 25 years ago and paper handling methods remain unchanged.

Word processing centers are rapidly appearing in cities of all sizes, and automatic typewriters are being utilized in offices of all sizes as businesses combine advancing technology and modern management techniques to cut costs.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Definition Relationship to Current Areas of Instruction Input-Output of Material Skills Dictation Equipment Applications Cost Reduction Job Positions	Increased Acquaintanceship Work Flow	Skill Development	

WORD PROCESSING

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 25 vocabulary terms on word processing	the student will write answers	with 80 percent accuracy within 30 minutes
Given the 3 areas of skills, dictation and equipment	The student will explain their application to word processing	with 80 percent accuracy within 15 minutes
Given the task of listing the 6 applications of word processing	the student will list these applications	with 85 percent accuracy within 5 minutes
Given the task of listing job positions and the duties within a word processing center	the student will list and describe at least 3	with 80 percent accuracy within 10 minutes

WORD PROCESSING

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Definition	Discuss the following definitions of word processing: (There seems to be no uniform definition.) Advanced method of creating, producing, and distributing written communications at top speed, with the greatest accuracy, the least effort, at the lowest cost through the combined use of proper procedures, automated business equipment, and trained personnel. Everything that takes place between the creating of an idea and the various steps that process the idea into spoken or written communications. Systematizing the word flow, putting thoughts or words on paper in the most efficient and economical manner. Prepare bulletin board displays of equipment and word processing centers.
Relationship to Current Areas of Instruction	Discuss: Skill areas Machine transcription Typing Work organization Human relations (See Human Relations Module) Equipment Automatic typewriters Tape recordings Transcribing machines Copying machines Collators

WORD PROCESSING

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Input-Output of Material Skills	Discuss increased needs in the following skill areas: Secretaries will need to become more skilled in determining work priorities and work organization. Develop work flow charts. Develop best skills possible in: Editing Grammar Punctuation Formats (See Machine Transcription and Written Communications Modules)
Dictation	Development of dictation skills by all employees working with the word processing center--both inside and outside center. Preparation checklist: Familiarize self with available equipment, secretary's job requirements, abilities and limitations, letter types, formats and form letters available. Organize all information needed before composing. Arrange in proper order, etc. Organize message and then dictate. Identify yourself, state item wanted such as memorandum, letter, report. Dictate special instructions. Dictation checklist: Note special grammar and mechanical details. Spell out unusual words and proper nouns. Speak naturally with adequate voice level. Enunciate. Pace dictation.

WORD PROCESSING

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Dictation (Continued)	Follow up by giving transcriber materials referred to during the dictation. Enclosure information. Edit first draft and make changes.
Equipment	Discuss equipment used in word processing centers relating to: Limitations Utilization Specific functions Constant proliferation of new products Discuss and contrast specific equipment Automatic typewriters Magnetic tapes and cards Dictating equipment Central systems Desktop units Portable units Typewriters Electric Manual Portable Typing Supplies Correction fluids and tapes Ribbons and accessories Cathode ray tubes Composer

CONTENT OUTLINE	LEARNING ACTIVITIES
Equipment (Continued)	Discuss following terms: On-Line Private wire or internal telephone connected to center Off-Line Individual desk units Remote Portable or phone-in
Applications	Repetitive work Where content stays same from letter to letter, document to document Repetitive plus variable Create letter or document from stored paragraphs and add other specific paragraph Correspondence and dictation Material transcribed on magnetic media. Originator reviews and typist corrects only necessary items Text preparation, editing and revision Long reports Contracts Proposals Materials to be published--Camera ready Composition and typesetting Systems Purchase order writing Invoicing

WORD PROCESSING

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Cost Reduction	Discuss ways costs may be reduced: Secretary can serve 3 to 4 executives instead of 1 Workers can specialize Executive can have more time to do administrative work Materials are provided more quickly Machine transcription onto a word processor is twice as fast as transcribing shorthand Typing at rough draft speed is 3 times faster than typing final copy Even after retyping, net saving is 30 to 50 percent Develop a case study of current working situations in a business. Introduce use of word processing center. Pinpoint method of changeover, retraining of people, problems and solutions, cost reductions, etc.
Job Positions	List and describe jobs available: Manager of word processing center Determine needs of company in word processing and how they can be met in the center Understand and work with people Measure performance and productivity Motivational techniques How to use methods, procedures and proper equipment Cost control Train supervisors

CONTENT OUTLINE	LEARNING ACTIVITIES
Job Positions (Continued)	Administrative secretarial position Records, files, reports Scheduling Working relations--human relations Work load requirements Research Mail Telephone answering Correspondence tasks Proofing Typing Note: There are many position levels possible with different assignment of duties in many ways. Wording of title may vary greatly but mean the same thing as one of the above. Obtain job descriptions wherever possible as the field is rapidly developing and changing and different centers may have different line and staff organization.

WORD PROCESSING

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a case study problem of a business about to adopt word processing	the student will design a work flow chart, list job positions and prepare a list of equipment	with 80 percent accuracy within 50 minutes

WORD PROCESSING

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Increased Acquaintanceship	Visit centers where word processing is being done. Return to classroom and discuss effect of technological change on future office work relating to student's personal careers and educational needs. Secure and show films from companies producing equipment. Read and report to class on current magazine articles. Invite company representatives to demonstrate equipment. Give students hands-on experience in whatever ways are available. Students complete work on equipment available Machine transcription Automatic typewriters Dictation units MTST Others
Work Flow	Design work flow charts with a list of given equipment and conditions. Examine flow charts designed for existing word processing centers.

WORD PROCESSING

Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 2 items of correspondence and word processing equipment	the student will record, playout and correct errors	with 95 percent accuracy within 45 minutes

WORD PROCESSING

Level III

CONTENT OUTLINE	LEARNING ACTIVITIES
Skill Development	Place student in a word processing center, if available, for actual period of work with length of work period determined by local situations.

PERSONAL ADJUSTMENT/HUMAN RELATIONS

PERSONAL ADJUSTMENT/HUMAN RELATIONS

Suggested Grade Level	DESCRIPTION	Approximate Time
10, 11, 12		10-60 hours

The study of personality adjustment and human relations employs a number of methods and techniques in helping each individual understand the actions of himself and of others and to help achieve more satisfying results in carrying out duties and responsibilities in every activity that involves people interaction.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Classify and Examine the Basic Human Needs and Understand Their Application in the Business Environment Personal Analysis and Analysis of Others Personal Development Program Modifying Behavior, Habits, and Attitudes	Teamwork Approach	Problem Application in Business and Social Situations	Responsibilities of Supervisors

PERSONAL ADJUSTMENT/HUMAN RELATIONS

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given information on employee attitudes	the student will list at least 5 positive and 5 negative attitudes	with 90 percent accuracy within 10 minutes
Given a list of 10 good work habits	the student will list the good work habits from memory	with 80 percent accuracy within 10 minutes
Given a 50 question completion test on vocabulary	the student will fill in the missing term	with 80 percent accuracy within 55 minutes
Given background information	the student will list the 5 basic needs that all people have	with 100 percent accuracy within 5 minutes
Given an objective test with 50 questions over the elements of good grooming	the student will answer the questions	with 80 percent accuracy within 35 minutes

PERSONAL ADJUSTMENT/HUMAN RELATIONS

Level I

CONTENT OUTLINE

- Basic Human Needs and Their Application
  - Physiological Needs
    - Air
    - Water
    - Food
    - Rest
    - Excretion
    - Physical Activity
  - Physiological Needs in Business
    - Adequate Ventilation
    - Lighting
    - Heating and Cooling
    - Restrooms
    - Drinking Fountains
    - Rest Periods
    - Work Routines
    - Vacations
  - Safety Needs
    - Physical
    - Orderliness
    - Security
  - Safety Needs in Business
    - Equipment
    - Care
    - Job Security
    - Salaries
    - Vacations
    - Other Employee Benefits

LEARNING ACTIVITIES

For orientation, break the classification of human needs into 5 categories and investigate each one separately. Invoke the thought process of the students by having them submit their ideas of basic needs and how they might apply to business environments.

Discuss the effect of an attractive office on attitudes. Emphasize the importance of employee needs in business. Describe the situation as it affects the working efficiency of the work force.

CONTENT OUTLINE	LEARNING ACTIVITIES
Basic Human Needs and Their Application (Continued)	Have students analyze their basic human needs.
Social Needs	Role play incidents where basic needs are not being met.
The Need to Belong	
The Need to be Accepted	Student gives a written description of the most difficult person or business situation ever encountered. Attempt to identify all basic needs not being met.
Social Needs on the Job	
Personal Value	
Individual Respect	
Trust	
Loyalty	
Esteem Needs	
Self-Respect	
Dignity	
Recognition	
Prestige	
Status	
Esteem Needs on the Job	
Performance	
Self-Worth	
Self-Confidence	
Encouragement	
Self-Fulfillment Needs	
Creative Expression	
Uniqueness	
Acceptance	
Admiration	
Loved	
Recognized	
Understood	
Self-Fulfillment in Business as Provided for by Management	
Techniques of Operation	

PERSONAL ADJUSTMENT/HUMAN RELATIONS

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Personal Analysis and Analysis of Others Self-Appraisal Personal Appearance Voice Poise Character Traits Attitudes Interest Work Habits Character Traits Confidence Initiative Integrity Ambition Honesty Loyalty Trustworthiness Courage Dependability Perseverance Patience Work Habits and Attitudes Interest Adaptability Willingness to Help Others Sense of Humor Ability to Work Under Pressure Organization Promptness	Provide activities that identify business standards. Help students make self-analysis that identify training needs using personal rating sheets. Provide magazines attractive to teenagers and recent business publications for browsing. Use audio-visual aids to demonstrate student performance. Stress the effect of personal efficiency on the job by using case studies. Student outlines the type of personality preferred, desired job and tells what traits and attitudes would be needed to develop in reaching the goal. Describe a person you know who is difficult to get along with and try to be objective in your analysis. Create an atmosphere in which students may formulate, express, defend and modify attitudes concerning office work. This may be with an organized debate or group interaction and self-expression. Have a panel discussion on personality. Hold kangaroo court trying each student for his bad traits.

PERSONAL ADJUSTMENT/HUMAN RELATIONS

Level I

CONTENT OUTLINE

- Personal Development Program
  - Wardrobe
    - Dress
    - Design
    - Suitability
    - Color
    - Fit
  - Posture
    - Standing
    - Walking
    - Sitting
  - Body Cleanliness
    - Complexion
    - Hair
    - Makeup
    - Handcare
  - Health
    - Dental Care
    - Medical Checkup
    - Routine
      - Sleep
      - Exercise
      - Nutrition
  - Poise
    - Personal Neatness
    - Dignity
    - Emotional Control
      - Facial Expressions
      - Speech Pattern
      - Body Movement

LEARNING ACTIVITIES

Select professional people to make presentations to the class such as:

- Cosmetologists
- Model
- Home economics teacher
- Nurse
- Barber
- Fashion designer or coordinator

Use films, filmstrips, bulletin board displays and presentations made by the students themselves after considerable research.

Students develop a personal profile on themselves.

Have "office day" and students wear appropriate office dress--make it a style show.

Show how essential health is to good looks by displaying pictures of healthy individuals.

Students prepare posters dealing with any area of grooming. Some may prepare contrast posters.

Students collect materials on personal appearance for a scrapbook.

Display cartoons of personality types.

Install a full-length mirror in the classroom and provide a check list beside it.

PERSONAL ADJUSTMENT/HUMAN RELATIONS

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Personal Development Program (Continued) Voice Pitch and Tone Enunciation and Grammer Pronunciation Personality Naturalness Self-Confidence Analysis Person Image Weaknesses Strengths Traits Turnabouts Practice	(See Communication Module--"speaking" segment or Telephone Module) Through a number of clothing stores, arrange a style show for male and female students. Using long strips of wrapping paper, have students outline figure for each other. Analyze figure type.

PERSONAL ADJUSTMENT/HUMAN RELATIONS

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given information on successful teamwork in an office	the student will list from memory 5 important elements	with 90 percent accuracy within 10 minutes
Given a 25 question multiple choice test on elements of personality necessary for successful career development	the student will select the proper answers	with 90 percent accuracy within 30 minutes

PERSONAL ADJUSTMENT/HUMAN RELATIONS

Level II

CONTENT OUTLINE

- Teamwork Approach
  - Relationships with Others
    - Expectations
      - Superiors
      - Fellow-Workers
      - Subordinates
      - Customers
      - Clients
      - Other Executives
  - Initiative
  - Dealing with Others
    - Meeting Expectations
    - Anticipating Needs
    - Developing Understanding and Acceptance
  - Group Relationship
    - Roles of Motives and Emotions
    - Emotional Conflicts
      - Causes
      - Adjustment
  - Cooperation and Responsibility
    - Helping Others
    - Under Pressure
    - Overtime
    - Learning
    - Patience
    - Interruptions
    - Requests
    - Generosity
    - Integrity
    - Initiative

LEARNING ACTIVITIES

Use case problems to illustrate that added authority and responsibility frequently creates a need for changed behavior.

Dramatize situations that may be met in the course of a day's work involving differences of opinion between workers and how these differences may be resolved in a constructive manner.

Stress businesslike attitude through room arrangement, organization of the class, and daily procedure within the class.

PERSONAL ADJUSTMENT/HUMAN RELATIONS

Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given an objective test containing 100 questions dealing with personal adjustment/human relations	the student will answer the questions	with 70 percent accuracy within 55 minutes
Given 50 multiple choice questions dealing with social and business situations	the student will indicate his knowledge by answering the questions	with 80 percent accuracy within 40 minutes

PERSONAL ADJUSTMENT/HUMAN RELATIONS

Level III

CONTENT OUTLINE	LEARNING ACTIVITIES
Problem Application in Social and Business Situations Remembering Necessary Details Taking Initiative and Being Resourceful Ability to Work Under Pressure Ability to Make Quick Accurate Decisions Ability to Suggest Improvements Ability to Organize Work Etiquette in the Office Meeting the Public Telephone Manners Traveling on Business Business and Office Entertaining Official Dinners and Functions Formal and Informal Meetings Conventions White House Etiquette Parliamantary Procedure Flag Etiquette	Refine techniques to varying difficult situations. Apply specifically to other modules at upper level. Use role playing and case studies and decision making projects. Simulate a formal business luncheon either at a restaurant or in cooperation with the home-economics teacher. Before the actual meal use menus for reference and discuss the procedure for ordering, unfamiliar vocabulary, table settings, etc. Discuss acceptable dinner conversation subjects. Arrange bulletin board displaying ideas of "do's and don'ts" for the office. Have a guest employer speak on what attributes are desired in a beginning employee. Dramatize social introductions and scenes that will give practice in meeting certain social situations.

PERSONAL ADJUSTMENT/HUMAN RELATIONS

Level IV

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a series of 20 case problems and choices of possible solutions	the student will assess understanding of each situation by selecting the best solution	with 90 percent accuracy within 50 minutes
Given 5 human relations case problems	the student will provide workable solutions	with 90 percent accuracy within 30 minutes

PERSONAL ADJUSTMENT/HUMAN RELATIONS

Level IV

CONTENT OUTLINE	LEARNING ACTIVITIES
Responsibilities of Supervisors Function Major Responsibilities Planning Organizing Directing Controlling and Evaluating Nature of Supervision Supervisory Authority Decisions Without Approval Decisions Referral Accountability for Actions Relationships with Superiors Awareness of Emotional Problems Understanding Employee Needs Understanding Anxiety Understanding Defensive Behavior Recognizing Need for Professional Counseling Assistance for Employees Evaluating Employees Behavior Attendance and Punctuality Quality of Work Grooming Discipline Rewards	After the student is throughly acquainted with the elements of responsibility, the teacher can list each area on a 3 x 5 card, put them in a container and have a student draw a card and give a talk for a timed period. (e.g. 3-5 minutes) Dramatize situations that will require student to control effort and emotion. Have student select a supervisory role and prepare a paper stating the opportunities, responsibilities and problems of supervision involved. Contrast autocratic, democratic, and laissez-fare types of supervision.

PERSONAL ADJUSTMENT/HUMAN RELATIONS

Level IV

CONTENT OUTLINE

- Responsibilities of Supervisors (Continued)
  - How to Build Employee Morale (Positive Incentives)
    - Economic Security
      - Adequate Wages and Salaries
      - Fringe Benefits
      - Bonuses
      - Retirement Benefits
      - Pension Funds
    - Psychological Security
      - Promotions
      - Stability in Working Conditions
      - Fair and Consistent Treatment
      - Knowledge of Job
      - Feeling of Competency
    - Physical Security
      - Safe Working Conditions
      - Proper Equipment
      - Adequate Heating and Ventilation
      - Adequate Rest Periods
    - Recognition and Social Needs
      - Sense of Belonging
      - Compatible Work Group
      - Performance Recognition
      - Status Symbol
      - Good Working Relationships
    - Self-Realization, Self-Expression and Self-Respect

LEARNING ACTIVITIES

Use complex case problems to give students the opportunity to react to various means of handling supervisory responsibilities and placing human relations in its proper perspective.

Invite an efficiency expert from a business firm as a guest speaker.

Discuss problems relating to the physical conditions of an office that would cause disruptions.

Any real situation that a student brings in for discussion is a good case problem.

CONTENT OUTLINE	LEARNING ACTIVITIES
Responsibilities of Supervisors (Continued) Self-Realization, Self-Expression and Self-Respect (Continued) Participation Opportunity to Use Creativity Being Treated as an Individual Trusted	

556

557

BUSINESS ORGANIZATION

BUSINESS ORGANIZATION

Suggested Grade Level	DESCRIPTION	Approximate Time
10, 11, 12		5 hours

A basic business background should help the trainee to understand the role of the American business system, its organization, and some basic management principles. The content is designed to give the trainee an awareness of his job relative to others in a business complex. A course in general business is strongly recommended, and the intention of this module is to reinforce the basic business background or to give initial information to those who have had no exposure to business organization.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Comparison of: Capitalism Socialism Communism Basic Understanding of Free Enterprise System: Types of Business Ownership of Business Overall Responsibilities of Management Types of Organization Characteristics of Good Organization			

BUSINESS ORGANIZATION

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 10 economic characteristics	the student will identify those pertaining to communism, capitalism, socialism, and combinations of any of these	with 85 percent accuracy within 15 minutes
Given the term "free enterprise"	the student will explain in essay form the three basic features	with 85 percent accuracy within 10 minutes
Given a list of 10 groups of local businesses	the student will identify those which are classified as commercial and those classified as industrial	with 80 percent accuracy within 10 minutes
Given a list of 10 groups of individuals	the student will identify those who play essential roles in capitalism	with 80 percent accuracy within 5 minutes
Given the words: sole proprietorship, partnership, corporation, and cooperative	the student will list 2 advantages and 2 disadvantages of each	with 80 percent accuracy within 15 minutes
Given the words: sole proprietorship, partnership, corporation, and cooperative	the student will explain in essay form how each is organized	with 80 percent accuracy within 15 minutes

BUSINESS ORGANIZATION

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 10 management functions	the student will identify those which fall into the category of planning, organizing, leading and controlling	with 75 percent accuracy within 15 minutes
Given 2 organizational charts	the student will distinguish between a line organization and a line staff organization	with 100 percent accuracy within 5 minutes
Given an organizational chart of the classroom	the student will identify the responsibility of the students within that chart	with 90 percent accuracy within 10 minutes
Given an organizational chart of the school	the student will identify the span of control	with 85 percent accuracy within 15 minutes

BUSINESS ORGANIZATION

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Comparative Economic Systems Socialism Capitalism Communism	Arrange to have someone who has lived under another type of economic system--communism or socialism--talk to the class about the ways this system differs from the free enterprise system OR arrange for a tape recording to accomplish the same thing. Discuss the economic conditions under each of the three systems.
Nature of the Free Enterprise System	Discuss the three basic features of a free enterprise system: private property, competition, and freedom-of-choice. Discuss with the students the four groups of individuals that play essential roles in the free enterprise system: entrepreneurs, management, workers, consumers.
Types of Business Industrial Mining Manufacturing Construction Commercial Wholesalers Retailers Banks Investment Firms Transportation Electric Power Gas Hotels Theaters	Choose a particular business (maybe a theater) to determine what competition they face in a free enterprise system. Discuss the types of business in the local community, perhaps using the telephone directory where necessary.

BUSINESS ORGANIZATION

Level 1

CONTENT OUTLINE	LEARNING ACTIVITIES
Ownership of Business Sole Proprietorship Partnership Corporation Cooperative	Discuss the nature of each of these types of ownership and the advantages and disadvantages. Take a series of photographs of sole proprietorship, partnerships, and corporations in your community. Classify them with captions according to their production function for bulletin board display. Have 2 students interview a local small businessman to find out why he prefers to be in business for himself rather than work for someone else. Have 2 students interview the manager of a chain store branch to find out why he prefers to work for a large corporation rather than operate his own store. Have one of the officers of a cooperative visit the class or if this is not possible have someone interview one of the officers if a cooperative is available in your community. Take a field trip to a nearby shopping center to visually determine the kinds of ownership of the businesses within that center. Follow this with a discussion. Conduct a survey among class members to find out whether they would prefer to work for a small company, large corporation, or own their own business. Follow this with a discussion as to why.

BUSINESS ORGANIZATION

Level 1

CONTENT OUTLINE	LEARNING ACTIVITIES
Overall Responsibilities of Management Planning Organizing Leading Controlling	Discuss the wisdom of involving subordinates in goal setting and work planning.
	Use case studies to give students the opportunity to react to various means of handling supervisory responsibilities in a business.
	Discuss the difference between ownership and management.
	Invite a graduate of your high school who is in a management position or who may own a small business enterprise to discuss problems of operating a business.
	Have 2 students interview a manager. Find out how many employees work under the manager. What percent of a typical day is spent planning? organizing? leading? controlling? What are the most common problems that arise in working with employees?
	Invite an administrator in your school to visit your class. As he describes each major activity he performs, decide to which management function--if any--each activity belongs.
Types of Organization Role of Organization Charts Line Organization Line-Staff Organization	Together draw a classroom organization chart using the instructor, office manager, secretary to the instructor, receptionist, and steno pool.
	Give examples of organization charts as a basis for discussion of line organization and line-staff organization and the reason why each evolves.
	Prepare an organizational chart of the place where a trainee is employed.

BUSINESS ORGANIZATION

Level 1

CONTENT OUTLINE	LEARNING ACTIVITIES
	Invite the manager of a store, office or industry to visit the class to tell about the chain of command within his organization.
Characteristics of Good Organization Responsibility Authority Accountability Unity of Command Span of Control	Discuss the difference between responsibility (assigned) and authority (delegated).
	Discuss responsibility, authority, and accountability within the classroom organizational chart.
	Discuss daily organization of work for each individual: determine what is to be done, order of importance, plan of work before beginning, and schedule for future work.
	Use case studies or role playing to illustrate problems when one person has more than one supervisor (unity of control),
	Discuss waste of valuable executive time if too few are under his supervision and the inability of an executive to supervise too many (span of control).
	Throughout this area of instruction, typing review and shorthand dictation should be geared toward the subject area of business organization.

FILING/RECORDS MANAGEMENT

573

FILING/RECORDS MANAGEMENT

Suggested Grade Level	DESCRIPTION	Approximate Time
10, 11, 12		10-50 hours

Filing, a part of records management, concerns itself with the classification, arrangement, and storage of records so that they may be retrieved as needed. Records management is a systematic procedure necessary to maintain the files, which includes the creation, control, use, and disposition of records that should be filed, transferred, or discarded.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Orientation to the System and Order Necessary to Maintain Records Alphabetic Filing System Rules Application Geographic Filing System Rules Application	Additional Practice Application Alphabetic Geographic Numeric Filing System Rules Application Subject Filing System Rules Application	Advanced or Integrated Practice Applications Alphabetic Geographic Numeric Subject Enriched Knowledge in Records Management of Purpose, Details, and Procedures	

FILING/RECORDS MANAGEMENT

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 15 numbered illustrations of equipment and supplies	the student will identify each illustration by choosing the proper name from a printed glossary (which includes both term and description)	with 90 percent accuracy within 8 minutes
Given 50 3 x 5 cards	the student will type in proper indexed order	with 90 percent accuracy within 30 minutes
Given 50 typed 3 x 5 indexed cards	the student will place all cards alphabetically in the files	with 90 percent accuracy within 40 minutes
Given 30 pieces of correspondence requiring application of basic alphabetic rules	the student will index and place all pieces of correspondence alphabetically in the files and in chronological order with the latest date on top within each folder	with 90 percent accuracy within 40 minutes
Given 10 requests for location of filed correspondence	the student will identify the position of each	with 90 percent accuracy within 5 minutes

FILING/RECORDS MANAGEMENT

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 30 letters or cards	the student will file all documents geographically and in chronological order with the latest date on top within each folder	with 90 percent accuracy within 25 minutes
Given 40 letters or cards	the student will file all items geographically or alphabetically and in chronological order with the latest date on top within each folder	with 90 percent accuracy within 30 minutes
Given printed test of 12 to 15 questions	the student will identify equipment and supplies needed for the geographic system	with 90 percent accuracy within 15 minutes

FILING/RECORDS MANAGEMENT

Level I

CONTENT OUTLINE

- Orientation
  - Early Filing Devices
    - Spindle File
    - Box File
    - Bellows File
  - Modern Filing Equipment and Supplies
    - Vertical File
    - Visible File
    - Rotary and Push-Button File
    - Open-shelf File
    - Punched Tapes, Cards, Discs, Microfiche, etc.
  - Filing Supplies
    - File Folders
    - File Guides
    - Index Cards
    - Cross-Reference Sheets
    - Out Guides
    - Gummed Labels
    - Transparent Gummed Tape
    - Thumbers (Rubber Finger Guards)
    - Colored Pencils
    - Fasteners
    - Wire Staples

LEARNING ACTIVITIES

Through discussion of information found in text and films, if available, provide background information in order that student may have a sense of the system and order necessary to maintain records in a business office.

Obtain illustrative brochures and pamphlets from manufacturers and refer to office equipment catalogs for a variety of modern filing equipment. Use bulletin board to contrast early filing devices and modern filing equipment.

Prepare bulletin board to illustrate filing supplies.

Point out desirable personal characteristics of persons employed as file clerks and the importance of being able to employ the skill as a daily task in other office work.

Discuss various types of files--pull drawer, flip-top side, roll, flat, desk top and lateral. Discuss the advantages and disadvantages of each.

Take a field trip to observe systems and types of equipment used.

FILING/RECORDS MANAGEMENT

Level I

CONTENT OUTLINE

- Systems
  - Alphabetic
    - Indexing Process
      - Dividing Names into Units
      - Alphabetizing Names
    - Procedure for Preparing Material for Filing
      - Inspecting
      - Indexing
      - Coding
      - Sorting
      - Filing
      - Cross-Referencing
    - Special Considerations--Deviation from Basic Rules
  - Geographic
    - Arrangements
      - Lettered Guide Plan
      - Location Name Guide Plan
    - Procedure for Preparing Material for Filing
      - Inspecting
      - Coding
      - Sorting
      - Filing
      - Cross-Referencing

LEARNING ACTIVITIES

Prepare a filing vocabulary list to be distributed to the student for study.

Learn basic rules for indexing and filing, using exercises applicable to the alphabetic system.

Use card filing exercises first and then correspondence filing.

After participating in drills using single filing rules, student should practice procedural filing and retrieval of documents requiring the application of many rules.

Give student experience in organizing a file using letter-guide plan and location name-guide plan utilizing a practice kit or teacher-made materials.

Use card filing exercises related to the text first and follow with correspondence filing.

Re-emphasize the procedure for preparing the material for filing.

Point out need for special considerations to maintain the filing system.

Apply the retrieval routine to the geographic filing exercises.

FILING/RECORDS MANAGEMENT

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Geographic (Continued) Special Considerations Supplementary Card Index Alphabetic Filing Subject Filing	

FILING/RECORDS MANAGEMENT

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 40 indexed documents	the student will file all pieces using the numeric system	with 90 percent accuracy within 25 minutes
Given 40 unindexed documents	the student will index and file all pieces numerically and in chronological order with the latest date on top within each folder	with 90 percent accuracy within 60 minutes
Given paper and pencil test of 20 questions	the student will identify equipment and supplies needed for the numeric system	with 90 percent accuracy within 20 minutes
Given 40 letters or cards	the student will file all documents by subject and, if letters, in chronological order with the latest date on top within each folder	with 90 percent accuracy within 25 minutes
Given printed list of 5 general subject captions and 40 subdivisions	the student will prepare a master record of the subject captions and the subdivisions that logically fall under these captions	with 90 percent accuracy within 30 minutes

CONTENT OUTLINE

- Numeric
  - Essential Parts
    - Main Correspondence File
    - Supplementary Index
    - Card Control File
    - Miscellaneous Alphabetic File
    - Accession Book
  - Use of Numeric File
    - Advantages
    - Disadvantages
  - Procedure for Preparing Material for Filing
    - Inspecting
    - Preliminary Name Coding
    - Alphabetic Sorting
    - Numeric Coding
    - Numeric Sorting
    - Filing
    - Cross-Referencing
  - Special Considerations
    - Periodic Check for Accuracy
    - Subdivision of Large Folders--Auxiliary Numbers
    - Use of Color
    - *Other Kinds
      - Significant Number
      - Terminal Digit

LEARNING ACTIVITIES

Use large commercial posters or color lift from a pamphlet or brochure to prepare an overhead transparency of a numeric system; describe and discuss the arrangement.

Discuss the advantages and disadvantages of numeric filing.

Prepare bulletin board display to show how different copies of a form may be filed by various departments. For example, in the Accounting Department a sales order would be filed alphabetically and in the Manufacturing Department, would be filed numerically.

Give student practice in preparing 3 x 5 cards, assigning numbers, and opening individual folders from a list of names.

Give student experience in organizing and maintaining a complete numeric system using a practice kit or teacher-made materials which may or may not involve use of color.

Give student practice in filing by different numeric schemes.

*Such systems can be learned readily in the situations where they are used if the basic principles of consecutive numeric filing are understood.

FILING/RECORDS MANAGEMENT

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Subject Direct Subject Method Primary Guides Auxiliary Guides	Give student an overview of the subject filing system, identifying its essential elements and general nature.
Alphabetic Subject Direct Alphabetic or Dictionary Method Encyclopedic Method Procedure for Preparing Materials	Demonstrate the process of filing and finding information when subject filing is used--using the index preceding the yellow classified section of a large city telephone directory, determine how the listing in the index pages differs from the subject listing.
Inspecting Coding Sorting Filing Cross-Referencing	Employ the concepts and provide practice through exercises moving from simple to complex using problems from text, kit, or teacher-made materials.
Alpha-Numeric Subject Numeric Subject Decimal Direct Decimal	File carbons of letters that have been typed and actual letters or advertisements that have been received at home or through department mail.
Armed Forces Decimal Duplex-Numeric Duplex-Alphabetic	Explain the Dewey Decimal and the Library of Congress subject filing systems. Visit the library for a demonstration of the system(s).

FILING/RECORDS MANAGEMENT

Level III

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 60 pieces of correspondence	the student will be able to file all items in any system or combination thereof	with 90 percent accuracy within 25 minutes
Given 50 question items on the management of records	the student will answer objectively	with 80 percent accuracy within 55 minutes

FILING/RECORDS MANAGEMENT

Level III

CONTENT OUTLINE

- Records Management
  - Basic Record Needs
    - Retention
    - Retrieval
    - Deletion
    - Control
  - Equipment
    - Automated
    - **Microfilming
    - **Computer
    - **Punched Cards
    - System Concept
  - Record Evaluation
    - Active
    - Inactive
    - Vital
    - Confidential
  - Program
    - Needs
    - Policies
    - Accountability
    - Personnel
    - Consultants
    - Procedure

LEARNING ACTIVITIES

Develop student awareness of the scope of records management by devoting some time to class discussion through lectures by teachers or professionals; and use films, filmstrips, or overhead transparencies.

Visit local business offices to observe filing systems and equipment.

Continue to refine skills using practice applications for the alphabetic, geographic, subject, and numeric systems. Use a practice set to apply the rules for this four-fold purpose.

**These will be covered in data processing fundamentals. They should be mentioned but not discussed in detail.

Have students arrange for a systems and equipment show in cooperation with merchants and manufacturers--students will demonstrate the operations to the general public.

Tour an automated data processing office to see data prepared for input, processed, and stored.

TRAVEL

596

TRAVEL

Suggested Grade Level
11, 12

DESCRIPTION

Approximate Time
3 hours

The office employee may be responsible for arranging the business trips for his employer, canceling and confirming reservations, and performing specific duties while the employer is away.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Review of Itinerary Arranging for Travel Methods of Travel Sources of Assistance Reservations and Cancelations Sources of Travel Funds	Appointments for Employer at his Destination Duties in Employers Absence		

TRAVEL

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a short prepared itinerary	the student will typewrite the itinerary in correct form	with 85 percent accuracy within 20 minutes
Given a trip outline	the student will arrange and make reservations for the most efficient method of travel for an employer	task completed based on predetermined standards set by instructor
Given a trip outline	the student will select accomodations for the employer and make reservations by telephone or letter	task completed based on predetermined standards set by instructor
Given the terms: Credit cards Travelers checks Letter of credit Expense account	the student will explain in essay form the meaning of these terms as related to travel	with 1 or less errors within 10 minutes

TRAVEL

Level 1

CONTENT OUTLINE	LEARNING ACTIVITIES
Review of Itinerary	Students should type a prepared short itinerary noting what is included therein and the format.
Arranging for Travel Employers Preference Cost Time Convenience Distance	Dictation throughout this time should be related to travel. Compile a travel vocabulary list with shorthand outlines and definitions. Discuss that which is to be considered when planning a trip with or for an employer. As a class, go over a trip outline pointing out factors involved in decision. Case problem: compare costs of 2 types of transportation. Case problem: consider 2 ways of traveling to a particular city. Invite a local executive secretary to explain how travel arrangements are made in her office.
Methods or Travel Airplane Bus Ship Automobile Railroad	Discuss the advantages and disadvantages of various types of transportation. Representatives of airline, bus, and/or trains may be invited to the class. Arrange to have a speaker from a travel agency visit the class. An automobile association representative could visit the class. This representative could assist with map reading and automobile travel tips.

TRAVEL

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Sources of Assistance Travel Agencies Information Bureaus Ticket Offices Travel Publications Hotel and Motel Red Book	Arrange a display of travel pamphlets, maps and guides. Show the class how to use the Hotel and Motel Red Book.
Reservations and Cancelations	Role play making and canceling reservations by telephone. Compose and type a reservation letter. Compose and type a letter confirming a cancelation.
Sources of Travel Funds Credit Cards Travelers Checks Letters of Credit Expense Account	Discuss each source indicating the advantages and disadvantages of each. The student may type a prepared expense account.

TRAVEL

Level II

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 10 office situations	the student will decide how to handle each situation in the employer's absence	task completed based on predetermined standards set by instructor
Given a list of 10 incoming mail items	the student will decide what mail should be forwarded and what should be held until the employer's return or needs immediate personal attention by the employee	with 80 percent accuracy within 15 minutes

TRAVEL

Level II

CONTENT OUTLINE	LEARNING ACTIVITIES
Employer's Appointments at his Destination	Discuss making and confirming appointments for employer at his destination.
Duties in Employer's Absence	Discuss responsibilities while employer is away. Role play office situations that might occur during the absence of the employer. Have two students interview two local businessmen who travel from their offices to report to the class their expectations of their employees in their absence. Have two students interview two local stenographers or secretaries to report to the class about their duties when the employer is away. This would be especially helpful from one-person offices.

BUSINESS LAW

BUSINESS LAW

Suggested Grade Level	DESCRIPTION	Approximate Time
10, 11, 12		15-90 hours

Business law is a background course that will enable the student to realize his or her rights and responsibilities as a citizen, as a worker, and as a consumer.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Legal System Contracts Negotiable Instruments Employment Insurance			

BUSINESS LAW

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a list of 10 legal wrongs	the student will classify each wrong as either a crime or a tort	with 90 percent accuracy within 10 minutes
Given a 25 question objective test covering material and legal terms discussed in class on the origin and development of law	the student will answer the questions	with 70 percent accuracy within 25 minutes
Given a business contract that has 1 essential element missing	the student will read the contract and identify the missing element	with 100 percent accuracy within 5 minutes
Given a 25 question objective test covering material and legal terms previously studied on contracts	the student will answer the questions	with 70 percent accuracy within 25 minutes
Given a 25 question objective test covering the material and legal terms previously studied on negotiable instruments	the student will answer the questions	with 70 percent accuracy within 25 minutes
Given a blank promissory note and the information needed to fill in the note	the student will fill out the promissory note and identify the various parts (maker, payee, etc.)	with 90 percent accuracy within 10 minutes

BUSINESS LAW

Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given a 25 question objective test covering the laws and legal terms of employment	the student will answer the questions	with 70 percent accuracy within 25 minutes
Given a 25 question objective test covering the principles and terminology of insurance	the student will answer the questions	with 70 percent accuracy within 25 minutes
Given a hypothetical case problem about a person owning an automobile	the student will identify the minimum automobile insurance coverage that is needed	with 80 percent accuracy within 10 minutes

BUSINESS LAW

Level I

CONTENT OUTLINE

- Legal System
  - The Origin and Development of Law
    - Nature
    - History of American System
  - Function of Laws
  - Classification of Law
    - Natural
    - Moral
    - Man-Made
  - Courts
    - Rights of the Minor
    - Rights of the Adult
    - State Court System
    - Federal Court System

- Contracts
  - Legal Elements
    - Mutual Agreement
    - Legality of Subject Matter
    - Consideration
    - Proper Form
    - Competent Parties
  - The Formation
  - The Agreement-Offer
  - Parts of a Contract
    - Offer
    - Acceptance
    - Consideration

LEARNING ACTIVITIES

Use a combination of lecture, discussion and illustrative techniques.

If possible, visit a courtroom for the purpose of observing a trial of an actual case. As a follow-up, discuss in class the legal principle involved and evaluate the outcome of the case.

When practical, make a planned trip to the state legislature and/or state supreme court while they are in session.

Take a field trip to a juvenile detention center or invite a probation officer as a guest speaker.

If feasible, visit correctional institutions in our neighboring country, Mexico.

Have a mock trial in the classroom.

Allow students to dramatize the making of contracts--some may be illegal or have missing elements.

Read and discuss cases that will bring out points of law under consideration.

Compose a "soap opera" story dealing with teenagers. Read the story to the students stopping when points of law are mentioned and wait for the students to fill in the legal terms.

Use cross-word puzzles to reinforce the learning of legal vocabulary terms.

BUSINESS LAW

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Contracts (Continued) Termination Performance Agreement Operation of Law Breach of Contract Remedies for Breach Rescission Damages Specific Performance	The teacher supplies newspapers from major cities (New York, Chicago, Phoenix, Tucson, etc.). From these papers the students clip articles pertaining to business law and present one of their choice to the class. Record the voices of students as they read dramatizations emphasizing points of law.
Negotiable Instruments Nature and Kinds Form and Content Transfer Rights of Holders Promissory Notes Drafts and Checks	Collect and display various negotiable instruments. Direct the study of the usual route followed by a check from the time it is written to the time it is canceled to indicate the legal responsibilities of each holder. Use overhead transparencies to illustrate the various parts of negotiable instruments and show students how to fill in the necessary information on negotiable instruments.
Employment Contracts Protection Minors Right to Work Laws Government Regulation Social Security Unions Civil Rights Workmen's Compensation	Obtain data from the state employment office. "Point of Law," a radio program (5 minute broadcast) can be used for class discussion. Involve students in organized debates concerning major issues. Use for discussion "Spotlite on Crime" and other newspaper feature articles.

BUSINESS LAW

Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Insurance	Contact insurance companies for available films.
Casualty	
Life	Discuss the minimum automobile insurance required by law.
Health	
Accident	Invite an automobile insurance agent as a guest speaker or resource person.
Automobile	
Liability	
Collision	
Comprehensive	
Governmental	
Social Security	Invite a speaker from the social security office.
Workmen's Compensation	
Unemployment Compensation	Invite a lawyer as a guest speaker.
	Students prepare a scrapbook by collecting newspaper items pertaining to areas of business law studied.
	Allow students to use their own creativity in miniaturizing a courtroom (table-top display).
	Give students printed lists of law terms as you begin each unit of study.

Cooperative
Office
Education

TABLE OF CONTENTS

INTRODUCTION

COOPERATIVE OFFICE EDUCATION

Page

Definition.......... 1

Purpose.......... 1

Characteristics.......... 1

Advantages to.......... 2

Students.......... 2

School.......... 2

Employer.......... 3

Community.......... 3

DEVELOPING THE COOPERATIVE OFFICE EDUCATION PROGRAM.......... 4

Awareness.......... 4

Student.......... 4

Faculty.......... 5

Parent.......... 6

Community.......... 6

Selecting Students for COE.......... 6

Selecting Training Stations.......... 7

Developing the Training Agreement/Memorandum.......... 8

Developing the Training Plan.......... 10

Student Placement.......... 11

Visitations to Training Stations.......... 12

Evaluating Student Progress on the Job.......... 14

Summary of the Duties of the Teacher-Coordinator.......... 15

PUBLIC RELATIONS.......... 19

Developing Public Relations.......... 19

- The Various Publics 20
  - Students 20
  - Parents 21
  - Faculty 22
  - Administration 22
  - Employees 22
  - Employers 23
- Use of the News Release 23
- Preparing the News Release 24
- A Public Relations Check List 25
- Sample Public Relations Check List 26
- Sample News Release 28
- Sample Thank-You Letter to Employer 29

THE ADVISORY COMMITTEE 30

FOLLOW-UP AND EVALUATION 32

LABOR LAWS AND MINIMUM WAGE 35

DEVELOPING RELATED INSTRUCTION 39

Modules of Instruction:

- Orientation to Cooperative Office Education U-1
- Decision Making V-1
- Career Exploration W-1

APPENDIX

Sample Forms

- Application for Cooperative Office Education 44
- Coordinator's Conference Record 45
- Coordinator's Monthly Report 46
- Follow-Up Questionnaire 47

Guest Speaker.. 49

Monthly Production Record.. 50

Parental Consent Letter.. 51

Personal Resume.. 52

Progress Report of Student-Trainee.. 53

Recommendation Form.. 54

Student Agreement.. 55

Student Interest Questionnaire.. 57

Student Self-Evaluation.. 58

Survey of Job Opportunities.. 60

Thank-You Letter to Employer (see Public Relations section)........ 29

Training Plan Memorandum/Agreement.. 62

Training Plan.. 64

Training Plan Simplified.. 66

Visitation or Coordination Report.. 67

Wage Hour Report by Student-Trainee.. 68

Weekly Production Record.. 69

INTRODUCTION

Cooperative Office Education is a program in the Business Education Curriculum which is becoming of increasing significance in preparing students for the world of work.

The 1968 amendments to the Vocational Education Act of 1963 have directed greater emphasis on program flexibility in order to meet the demands of our society. The Act specifically states that a Plan must be submitted in order to receive federal funding. Provisions are made for reimbursement of employees for necessary added costs to school districts for providing on-the-job instruction, and having a qualified teacher-coordinator implementing the various areas of the COE Program. It is hoped that this COE Curriculum Guide will assist in the development of a new COE Program and enhance a COE Program already in operation.

Beginning, as well as more experienced coordinators will benefit from using the information given in the Curriculum Guide in their COE Program. It is to be remembered that material presented here is merely a suggested guide, and the development of a successful COE Program depends upon the support of the school administration, cooperating business firms, students, and others. It is the responsibility of the COE coordinator, however, to successfully guide the program toward realistic, attainable goals, and objectives.

COOPERATIVE OFFICE EDUCATION

Definition of Cooperative Office Education

Cooperative Office Education is a program designed to provide the student with work experience in an office occupation and related class instruction.

Students participating in the program receive wages from the cooperating employers and receive school credit.

Purpose of the Program

The primary purpose of the Cooperative Office Education Program is to prepare students for entry-level employment and to develop abilities, attitudes and skills for advancement in the office occupations.

Characteristics of the Program

Students must have business career objectives.

Students are selected on the basis of their qualifications, desire to work, and ability to benefit from the COE Program.

Students work a minimum of fifteen hours per week, and the maximum hours worked each week must not exceed the standards set by the Arizona Child Labor Laws.

The program tries to utilize those training stations which can provide a variety of planned learning experiences.

Students receive supervision from a qualified person at their training stations.

A teacher-coordinator coordinates the student employment experiences.

Students are required to enroll in a related class.

Students receive school credit for their employment experience and related instruction.

Students receive a wage comparable to wages paid to other beginning workers in the community.

An advisory committee is a necessary part of the program.

Cocurricular club programs are encouraged. The Arizona State Division of Career and Vocational Education has recognized the Future Business Leaders of America/Vocational Office Chapters of Arizona (FBLA/VOCA) as the official club group for office education enrollees.

ADVANTAGES OF THE COOPERATIVE OFFICE EDUCATION PROGRAM

To the Students

Provides a realistic occupational experience in which students may discover their interests and abilities.

Enables classroom learning experiences to become more relevant.

Helps human relations become a practical experience through interrelationships with the employer and other employees.

Provides the student with counsel and supervision during the adjustment to a work situation.

Offers the opportunity for training that will enable the students to advance to higher levels of employment.

Broadens the students' appreciation and understanding of the business world.

Permits the acquisition of skills that cannot be obtained in the classroom.

Allows students to derive personal satisfaction from their work and a sense of personal worth.

To the School

Provides the school with an extension of the classroom through the facilities of the business community, thereby enhancing the school's instructional program.

Provides a direct line of communication between the school and the business community.

Offers a means of evaluating the effectiveness of the office education curriculum.

Encourages students to remain in school because of more meaningful curriculum.

Makes the business community aware of the training being offered in the school.

Acts as a strong public relations program between the school and the business community.

To the Employer

Provides a highly motivated part-time employee who is willing to receive on-the-job training.

Gives the employer an opportunity to share in the education of a new office employee.

Provides a part-time employee who is committed to remain on the job for a school year.

Establishes a potential source for trained full-time employees.

To the Community

Provides jobs for young people.

Provides for a healthier economy.

Provides productive citizens for the community.

Integrates the community with the classroom.

DEVELOPING THE COOPERATIVE OFFICE EDUCATION PROGRAM

The development of the Cooperative Office Education Program would include:

Making the students, faculty, parents, and community aware that the COE Program is available.

Selecting the students who will be participating in the program.

Selecting training stations where students will be employed.

Developing the Training Agreement/Memorandum.

Developing the Training Plan.

Placing students at a training station.

Evaluating student progress on the job.

AWARENESS

A vital element in developing the COE Program is letting it be known that the program is available. There are many techniques that may be employed. Some examples of those which have been used by teacher-coordinators are given:

Student Awareness

If the program is to be offered in the senior year, find a junior class that is common to most or all of the juniors, such as English, American History, etc. Enlist the cooperation of the teachers of those classes to set aside a day when presentation of the program may be made to the students of those classes.

Ask students currently enrolled in the COE Program to talk about their experiences.

The coordinator may present the advantages of the program and answer questions.

Give the junior students a list of the names of the COE students and encourage them to talk with those students on a one-to-one basis about the program.

Use the school newspaper.

Ask those business education teachers of students below the senior level for a class period when the program may be presented.

Utilize bulletin boards for COE displays, such as pictures of students at work, etc. Offer to prepare a bulletin board for teachers in areas other than business education. For example, a bulletin board in the mathematics department could show the value of math in the COE Program.

Present a slide presentation on the local COE Program to students in the freshman through senior level classes.

Faculty Awareness

Ask the principal for time in a faculty meeting where the coordinator and a COE student would explain the program.

Encourage the COE students to have a project to type and stencil quarter sheets of typing paper with a legend for each teacher:

From the desk of
MISS MARY SMITH

At the bottom, type "Compliments of the Cooperative Office Education Students." A stack of these can be hand delivered to each teacher by the COE students.

Encourage each COE student to compose and type individual businesslike letters to several faculty members telling what the student feels is being gained from the program.

Make an appointment with the counselors to explain the program.

Send brochures, pamphlets and other literature about COE to the guidance office to be placed in their student reference section.

Ask the guidance counselors to come to the COE Related Class to discuss the services which are available to students.

Prepare a list of enrolled COE students and places of employment and put it in faculty mail boxes.

Invite the counselors to go with the coordinator on some training station visits.

Invite the administrators and counselors to attend the thank-you banquet.

Parent Awareness

Ask for program time at a PTA or other community meetings where parents gather.

Ask the principal if a single duplicated sheet explaining the program can be mailed to parents with the quarter report cards.

At any school open house or parent visitation night, have attractive hall and room displays about COE, including pictures of students at work.

Community Awareness

Use the local newspaper, providing pictures and stories about the program.

Ask the local radio or TV station for time on a public service program.

Contact service organizations such as BPW, Rotary, etc., for time to present a program.

Set up an advisory committee of interested persons in the business community.

SELECTING STUDENTS FOR COE

Each school will establish its own method of student selection. It is, however, recommended that a student be 16 years of age or older and a high school junior or senior before enrolling in the program. The coordinator should encourage enrollment of students who will benefit from the program--those who have a career interest, the physical and mental abilities, aptitudes, and personal characteristics.

To establish a seriousness of purpose on the part of the students, they should fill in a written application for the program. (See sample forms in the Appendix.)

An oral interview will not only help the students face the first job interview, but it will give them an opportunity to crystalize their thinking about their desire to enter and complete the program. The interview committee may be composed of the COE coordinator and another coordinator, plus a teacher or counselor who is willing to give the time for the task of interviewing.

A check of the applicant's attendance record in school can be obtained from the principal's office. As attendance on the job is essential, the student may be able to explain his past absences from school and should be made aware that excessive absences from the job usually result in dismissal.

The student's scholastic record can be examined in the principal's office. A student should not necessarily be kept out of the program because of low grades. The coordinator should try to determine some of the causes for the low grades before refusing to admit the student.

The counselors should be asked to determine whether or not the student is able to meet all graduation requirements while enrolled in the COE Program.

SELECTING TRAINING STATIONS

The teacher-coordinator is the person primarily responsible for locating training stations. Ideally, there would have been a community survey of the office occupations in the community prior to the implementation of the program. (See sample Community Survey Forms in the Appendix.)

The coordinator can also receive assistance in finding training stations from the advisory committee, the State Employment Office, school administrators, and others.

Probably nothing takes the place of person-to-person contact by calls made on business persons in the community. At the time of the call, some of these business people are not aware that they may be in a position to utilize students who are in the program. Coordinators find value in leaving something in writing at the business office such as a training memorandum or short written descriptions of the program.

In making the final selection of a training station, the teacher-coordinator should determine:

Does the employer clearly understand the program and is he willing to participate in it?

Will the employer provide a sufficient number of regularly scheduled hours of employment during the full school year to accomplish the goals of the program?

Will the student receive a beginning wage comparable to other part-time workers doing the same work?

Will a competent training supervisor be assigned to provide the student with training, supervision, and an evaluation of the student's work?

Will the employer observe the laws concerning the employment of minors?

Will the student work under a written training plan prepared in cooperation with the teacher-coordinator?

Does the environment of the training station contribute in a positive, healthy manner to the student's welfare?

DEVELOPING THE TRAINING AGREEMENT/MEMORANDUM

The teacher-coordinator of the COE Program is responsible for preparing a Training Agreement/Memorandum to be signed by all concerned parties. Some coordinators have found that employers who are reluctant to sign a form labeled "Agreement" are less resistant to the label "Memorandum." The choice of wording is, of course, up to the coordinator preparing the form. (See sample Training Agreement/Memorandum forms in Appendix.)

It is important for the student, parents, and employers to affirm that they are making commitments:

The Employer - to help educate the student learner, provide a variety of work experiences, employ the student for a specified number of hours per week, cooperate with the coordinator in the best interests of the student-trainee.

The Student - to maintain regular attendance on the job and in school, perform to the best of his ability on the job, conform to the rules of the training station, show those qualities such as honesty, courtesy, punctuality, good attitude, and willingness to learn.

The Parents - to encourage the student trainee, share the responsibility for the student's conduct, cooperate with the coordinator in the best interests of the student-learner.

The Training Agreement/Memorandum should include the following information:

Student Learner Information

Name, age, address, telephone, parents' names, individual to contact in emergency, school address and telephone.

Training Station Information

Name, address, telephone, name and position of training supervisor.

Employment Information

Beginning and ending dates of training, rate of pay, working hours, basic skills and attitudes needed for the job.

Additional Information

Responsibilities of the employer, student, parents, and coordinator, and space for signature of each.

DEVELOPING THE TRAINING PLAN

A training plan is identified as a step-by-step plan that the teacher-coordinator, cooperating employer, and the student-trainee prepare jointly. It outlines the job duties which the student-trainee will perform to reach an occupational goal.
(See sample Training Plans in Appendix.)

The training plan is implemented when the student-trainee begins on-the-job training. The plan provides the student with a listing of the duties to be performed in order to reach the goal determined, provided the student-trainee is capable and willing to pursue the occupational goal.

One of the main purposes that the training plan attempts to accomplish is to ensure that the student-trainee is provided with a variety of job duties and experiences. The employer also is more definitely aware of the student-learner's occupational goal and is encouraged to lead him toward his objective by attempting to provide adequate duties and on-the-job instruction.

A training plan is usually a merging of the Training Agreement/ Memorandum and a job analysis. In preparing the plan, job duties are identified which will provide for specific predetermined learning outcomes. These learning outcomes should be identified and used in determining whether or not the student-trainee has achieved the career objective of "typist," "receptionist," or whatever career objective has been selected by the student-trainee.

The use of a training plan helps provide for:

A better training station.

The accomplishment of the goals by all parties involved.

A structured plan of on-the-job instruction.

The training plan may contain such information as:

Name of student-learner.

Address and telephone number of student-learner.

Name, address, telephone number of training station.

Name of job supervisor.

Career objective of student-trainee.

Job title and description.

Areas and details of areas of experience and training.

STUDENT PLACEMENT

The teacher-coordinator has the primary role in the placement of a student in the following:

Through careful investigation, he learns what the employer expects of the employee on that particular job.

Through the student's application, interview, review of classes taken, and other means of assessment, he feels that the student is capable of holding that job and that it fits in with the student's expressed interests.

Through contacting the student and telling him in detail about the job opening, he determines whether or not the student is interested in making application for that training station.

For the most part, the job choice of each student should be determined through mutual consent by the employer and the student. It is important for the student to have a choice, rather than be "placed" on a job.

The student has the responsibility to contact the employer and make his own appointment for an interview.

The employer must be allowed a choice as to the personality of the person he wants on that job. The coordinator will probably encourage the employer to interview two or more students for the position.

This process will give the student the experience of the interview. He will learn to face the fact that he may not always receive every job he applies for, or he will feel a sense of "having done it on his own" if accepted.

The employer will have made the choice of the student based on his own appraisal of that student.

VISITATIONS TO TRAINING STATIONS

The job-experience phase of the student's cooperative office education experience is under the continual supervision of the coordinator. Released time during the school day is provided for the coordinator to visit the training stations, to have conferences with employers, make appropriate community contacts, etc. The coordinator determines how often he will make regular visits to the training station, some making visits every three weeks and others once a month. Frequency of visits must be determined on an individual basis. Care must be taken to avoid having the employer feel that the coordinator is "checking" on the business.

Among the reasons for visiting the training stations are:

To become familiar with the tasks being performed by the student and to observe him at work.

To discuss with the training supervisor the type of tasks the student performs and to encourage the expansion to new tasks when the student, in the opinion of the job training supervisor, is ready to assume new responsibilities.

To secure written and oral evaluations of the student's performance.

To work with the employer if a problem arises in which help is requested by the student or the employer.

To obtain instructional materials that can be used in the related class.

To make sure that the student is not being exploited and that the environment continues to be in the best interests of the student.

To determine the possibility of additional training stations.

To keep the employer aware that the program involves the school and is basically an educational program in which the employer is helping to educate a student.

When working with training stations, the coordinator will learn that he may have some problems. Some of the more common ones are:

The employer may be too busy to see the coordinator and several attempts may have to be made to make a definite appointment.

The student may not like his job, or he may lose interest in it in the early stages because of the basic, routine tasks he is performing. He may become disenchanted and lose interest not only in the job but in school.

The employer is not providing the student with the training that was indicated when the training plan was made.

The employer is hesitant to sign a written agreement or to provide a written evaluation of the student.

The employer may be reluctant to reprimand or correct the student-trainee, probably on the basis that he "doesn't want to hurt the kid's feelings." He will expect the coordinator to handle the matter.

The following may act as a guide for the coordinator in planning or making calls:

Make an appointment for the visitation.

Explain in advance to the employer the purpose of the visit.

Be businesslike and professional during the visit.

Do not talk with the student on the job or interrupt his work unless permission has been obtained from the training supervisor.

Keep a written summary of each call.

Be reasonable in the amount of the employer's time used.

EVALUATING STUDENT PROGRESS ON THE JOB

Student progress on the job should be evaluated on a regular, systematic basis. Many coordinators use the regular school grading periods as the time for making the one-the-job evaluations. Some techniques that may be used are:

Discussion with the training supervisor for an oral evaluation of the student's progress.

An evaluation sheet using a rating scale which can be checked by the training supervisor and returned to the coordinator. (See Appendix for sample forms.)

Resistance on the part of the employer may be met when he is asked to fill in a rating sheet if he thinks that he is giving the student a grade. The coordinator may explain that the rating sheet will be used to help the student correct certain deficiencies so that he will become a better employee.

The method of assigning grades and credit for the COE Program varies in different schools. There are schools which give two grades, one for the COE Related Class and the other for the on-the-job experience. Some teacher-coordinators combine the employer's rating and the grade earned in the related class into a single grade.

Amounts of credit given vary. Some schools give two credits while others may give three. The amount of credit is determined on the local level.

Those making an evaluation of the student's performance at the training station should obtain information concerning certain areas of his training. These areas probably should include:

Personal appearance.

Attendance.

Dependability.

Cooperation.

Volume and quality of work produced.

Observance of regulations.

Knowledge of required skills.

Attitude.

Ability to follow instructions and accept criticism.

Ability to get along with others.

SUMMARY OF THE DUTIES OF THE TEACHER-COORDINATOR

The duties of a teacher-coordinator in the Cooperative Office Education Program fall into many areas and are quite numerous. The areas are:

Teaching.

Guidance.

Coordination.

Public Relations.

Operation and Administration.

The specific duties of a teacher-coordinator may be identified as follows:

Help plan and organize an advisory committee to assist in the development of the program.

Make a community survey to determine the types of office employment available to students and graduates.

Prepare job analysis studies.

See that businessmen, lay people, fellow teachers, students and administrators are aware of the program and understand the basic mechanics of operation.

Secure the cooperation of the guidance counselors, other teachers and administrators in the selection and scheduling of COE students.

Make the final selection of students to be enrolled.

Investigate and select training stations.

Develop a Training Agreement/Memorandum.

Develop and incorporate a training plan into the program operation.

Make regularly scheduled visits to training stations where students are working.

Develop a method of evaluating the students' progress on their jobs.

Keep records of training station visits.

Maintain an up-to-date file for each student-trainee.

On the basis of students' work experiences, and in cooperation with other teachers in the business education department, make suggestions for curriculum changes.

Arrange for adequate facilities and equipment in the school area.

Teach an organized related class with established instructional objectives and standards on skills, knowledge, traits and attitudes.

Develop related instructional materials.

Provide as much individual instruction as possible.

Organize and sponsor a youth group. In Arizona, the Future Business Leaders of America/Vocational Office Chapters of Arizona is recognized as the official club group for COE students.

Conduct individual conferences with enrolled students to keep informed on their attitudes to their jobs, to help with problems and to offer encouragement.

Work out a program with the students to secure qualified speakers and resource persons.

Encourage students to seek vocational and personal guidance services as needed.

Prepare and submit all necessary local and state reports.

Confer with parents of students regarding the program and the parents' attitudes toward the program.

Develop a continuing student recruitment program.

Look for new training stations to expand the program and to replace stations lost.

Build a strong program of public relations.

Accept invitations to speak before community groups about the program. If possible, have a prepared slide presentation of the local program in action.

Encourage the students and work with them to sponsor a thank-you banquet.

Conduct follow-up studies.

Evaluate the total program.

Attend regional and state conferences on COE.

Make an effort to help place students after graduation.

Recognize individual differences of students.

Set up, develop and maintain effective resource files.

Prepare lesson plans including objectives, content, methods and assignments.

Maintain a library of office-related periodicals for student use.

Encourage students to contribute materials, information and teaching aids from their contact with these items in their training stations.

Where it applies, use state and national club contests and activities as a teaching tool in developing competencies and in stimulating interest and developing a competitive attitude.

After conferences with the student, his employer and his parents, reassign the student to a different training station if circumstances indicate justification of job change.

Confer with employer about minimum hours and pay scale for student-learner.

Learn individual management and training policies of each training station along with organizational structure and other employee policies.

Support the efforts of the American Vocational Association.

Keep informed of development of Cooperative Office Education on the state level.

Support efforts of professional organizations related to COE.

Keep the school principal informed about progress of the program.

Maintain active membership in the local education association.

Maintain active membership in the state education association.

Prepare news articles for trade and professional media.

Maintain supervision of all club money and activities.

Present requisitions for additional physical equipment and supplies to responsible persons and use the new equipment to advantage.

When requested, work in providing adequate teaching experiences and supervision for student teachers.

Make necessary arrangements in cooperation with the district for providing transportation for students attending state and national student conferences.

PUBLIC RELATIONS

A most important ingredient for the success of the Cooperative Office Education Program is positive publicity. This positive publicity becomes extremely crucial when seeking the assistance of various segments of the community to cooperate in the operation of the COE Program.

Even though Cooperative Office Education is not a new idea, the basic concepts often are not understood by the different publics with whom the school and the teacher-coordinator work. Some of the misconcepts and misunderstandings about the COE Program can be greatly clarified with the proper and correct portion of publicity for the COE Program. The program must have the support of the different publics before it can function properly.

An organized and systematic approach must be taken toward presenting a quality program of instruction to the public. For the publicity to be effective, it must appeal to the different audiences which it reaches as well as convey the proper message through the most effective media and method available.

In addition to the many other duties that the teacher-coordinator must assume, publicity looms as one of the duties which can identify the Cooperative Office Education Program as more than "Good" to the public.

Developing Public Relations

A good image of Cooperative Office Education is accomplished through teamwork. The program should be publicized as a joint effort and the teacher-coordinator should enlist the assistance of the advisory committee, faculty members, employers, students and others in publicizing the program and gaining total community support and involvement.

The objectives, the mechanics in the operation of the program, and the benefits to be derived must be publicized to the different publics and community groups who are or who could potentially be involved in the COE Program.

The publics who are involved with the program should be considered in determining the publicity to be communicated as well as the medium by which the publicity can best be dispersed.

Attention in publicity should focus on the product of the program--the student. Activities, achievements, honors, etc., of the students, should be of paramount importance and should be publicized most frequently.

THE VARIOUS PUBLICS

Cooperative Office Education is not a new idea in providing on-the-job training. But, its basic concepts are frequently misunderstood.

The overall success of the COE Program can be partly determined by the public relations it gains in its favor. The frequent distribution of publicity out to the different publics who are involved in the program, either directly or indirectly, only serves to facilitate the continued operation and existence of the COE Program in the community. It also enhances the stature of the program in the eyes of those cooperating--the employers.

Students

Because the COE Program is usually an elective class in most schools, students are not automatically enrolled in the program. Therefore, most students may never know that such a work program exists and secondly, how it may fit into their future career and personal development.

Publicizing the COE Program then becomes most important on campus. The student body should be informed about the objectives, procedures, operation, and benefits of such a program and how it may assist them during their secondary school education. The positive aspects of participation, such as a chance to work in what is perhaps their first formal job, to learn an occupation, and to examine a mature adult role, should be emphasized rather than capitalizing on the student's opportunity to earn money. Some methods of publicizing the program to students are:

Community and school newspapers.

Student presentations on campus.

School announcements or closed circuit television systems whereby students may present information about the program.

Through acitivites of the COE youth organization.

Through handouts and brochures.

Students who return to talk to classes about their personal experiences while in the program.

Employers who talk to classes on behalf of the COE Program.

Personal letters being sent to underclassmen.

Parents

In most cases, parents play a major role in advising and guiding their children into classes. Because of the changing complexity of classes and number of new programs, parents many times do not understand various policies or procedures. Parents can also be reached by various medium:

Previous enrollment of daughters or sons in the program.

Parent-teacher meetings.

Mailings sent directly to parents.

Publicity in local newspapers about the COE Program.

Business and industry sponsored meetings and publicity.

Personal contacts with the coordinator.

A firm belief by parents that the COE Program is educationally and socially acceptable.

Faculty

Many faculty members are in positions to guide students or to recommend students into the COE Program. It is most important that a harmonious relationship exist between the teacher-coordinator and his colleagues at all times. The teacher-coordinator's fellow teachers can serve as recruiters and assist greatly in the recruiting of new and potential students. These teachers evaluate the program in terms of its educational worth, student outcomes, behavioral changes, educational growth, and emotional maturity. The information which they possess about the COE Program may come through observations of the students and their relationships with the teacher-coordinator as well as from various publicity with which they come in contact.

Administration

A sincere attempt should be made by the teacher-coordinator of the COE Program to keep the administration informed about all activities of the program. The teacher-coordinator should submit periodic reports (see suggested sample forms), invite administrators to observe students at their training stations and in the classroom, and invite administrators to attend some student youth organization activities.

Employees

It is the employees with whom the student-trainee works who must actually be well informed of the program so that they can be depended upon to support the program. Through the student-trainee, this can be accomplished most easily, provided the student-trainee himself understands the mechanics of the program.

Employers

The employers of the community must be well informed about the COE Program since they will be accepting the responsibility of working with the school. Publicity which the teacher-coordinator can generate about the program can only help to clarify the program to the employers. Employers are always interested in finding good potential employees, but the program publicity directed toward them should emphasize the benefits of working with the school to develop good workers and skills. Employers can be kept informed about the program through various means:

Printed materials distributed to the community.

Newspaper publicity.

Advisory committee membership.

Employer-employee appreciation banquet.

Personal contacts by the teacher-coordinator.

COE youth organization activities.

USE OF THE NEWS RELEASE

One of the more common vehicles in which the publicity of the Cooperative Office Education Program may be carried to the public is through a news release.

A news release is the most frequently used of all types of medium because it offers to the COE Program an inexpensive, quick and usually reliable method of getting news before the public and the community through the cooperation of your local newspaper.

The primary aim of the news release is to inform the public about what your program is doing. Keep in mind that the news release, in order for it to be accepted, should be current and emphasize the event or person involved.

It is important that one person, or perhaps two at the most, should introduce themselves to the editor or to whomever the news release will be delivered each time. These persons should then be the permanent liaison between the program and the editor. The reason for this is primarily so that if questions occur, as they may, the editor will know whom to contact. This type of procedure becomes especially important in large metropolitan areas where it may be more difficult to deliver the news release. Instead, you may have to mail your news release or perhaps even phone it in.

It is also important to keep in mind certain rules of etiquette which are appreciated by the newspapers. These are:

Newspaper deadlines should be adhered to at all times.

Do not editorialize in your news release--only write the "news."

Be brief in the news release.

PREPARING THE NEWS RELEASE

The preparation of the news release involves certain procedures that should be followed. If these procedures are followed, the editor will usually print your "news" item upon receipt of it rather than having to proofread it and to revise the copy. If a news release is correctly submitted, it can make your publicity more effective.

Procedures to follow in the preparing of a news release include but are not limited to the following:

The news about which you are writing is to be the main theme. Determine that theme prior to writing your article.

Every news release must answer the 5 W's of Who? What? Where? When? Why? The 5 W's should be answered in the "lead" paragraph, which is the first paragraph.

News releases should be typed and double spaced.

Deliver the news release to the editor personally when possible.

When delivering the news release, ask if there are any questions about the news release so that you will not have to be contacted again.

Black and white pictures are preferred. As a last resort use the Polaroid camera. Submit pictures when possible with the news release.

Each newspaper varies in its procedures so you should make it a definite point to talk with your editor and ask about the proper procedures for preparing and submitting your news release.

A PUBLIC RELATIONS CHECKLIST

A comprehensive listing of various activities which could be performed during the year by a teacher-coordinator is given. It is recommended that the list be used as a guide in utilizing all different sources for obtaining publicity. As they are used each time, a check mark may be placed beside the one used. At the end of the year, the check marks can be totaled to determine which items were used, which were used most frequently, and to establish the frequency of publicity being distributed to the community.

SAMPLE PUBLIC RELATIONS CHECKLIST

Public Relations Activities

- __________Literature--preparation and distribution of handouts.
- __________Radio--spot announcements, interviews.
- __________News releases--newspaper, radio, television.
- __________Newspaper news items, editorials, feature stories, letters to the editor.
- __________Television.

Specific Public Relations Activities

- __________Invitation to members of community to visit COE Class.
- __________Distribution of handouts about COE Program.
- __________Guest speakers at activities, i.e. banquet, club meetings.
- __________Use of community resource people at COE Club Meetings and Class.
- __________Community surveys for information pertaining to secondary school instruction.
- __________Present program about COE to service groups in the community.
- __________Promotional exhibits around campus.
- __________Exhibits at community functions and meetings.
- __________Presentations by COE students at community events.
- __________Invitations to resource people to participate on steering or advisory committees.
- __________Publicizing of coming special events.
- __________Follow-ups on publicity.
- __________Displaying materials about COE Program on-campus or off-campus, i.e., superintendent's office, Chamber of Commerce.
- __________Distribution of COE activity news bulletin.
- __________Distribution of career information literature.

__________Announcements about COE in daily bulletin to student body.

__________Pictures of COE in the school yearbook.

__________News release of new officers for the COE Program.
(include photo)

__________Assistance of COE students in school projects, i.e.
athletics, registration, etc.

__________Speakers for other classes.

__________Bulletin board displays.

__________Other.

____

____

____

SAMPLE NEWS RELEASE

COOPERATIVE OFFICE EDUCATION
Program of ____(name of school)________

CURRENT DATE

FOR IMMEDIATE RELEASE

RE: ____(name of speaker)_____ TO BE FEATURED
SPEAKER AT EMPLOYER-EMPLOYEE APPRECIATION
BANQUET

Mr./Mrs./Miss______(name of speaker)_______is to be the Featured Speaker at the annual EMPLOYER-EMPLOYEE APPRECIATION BANQUET to be held on ____(day and date)_____ at _____(location)________. The Banquet and Program will begin at ___(time)___.

Mr./Mrs./Miss is currently ____(position)_____ of (company name) . (Follow with more information about speaker.)

The purpose of the EMPLOYER-EMPLOYEE APPRECIATION BANQUET is to express appreciation to the downtown business community for the support which they have given by providing training for those students enrolled in the Cooperative Office Education Program.

(Submit black and white picture of speaker, if possible.)

____
Name of person submitting News
Release

____
Date Submitted

SAMPLE THANK-YOU LETTER
TO EMPLOYER

(Type on School Letterhead Stationery.)

Current Date

Mr. Good Employer
Training Station, Inc.
Yourtown, AZ #####

Dear Mr. ____(name)__________:

May we express to you and to your fine staff our sincere appreciation for the responsibility you have shared with us in training __(name of student)__.

As you know by now, our Cooperative Office Education Program could not have functioned without your support. __(name of student)__ was employed by you for a period of____(amount of time)___ and during that period we hope that the time and patience which you so generously spent in training her/him were beneficial to your staff and to ___(name of student)______.

Thank you for your cooperation. We hope to see you again in the fall and to have the continued pleasure of working with you.

Cordially yours,

COOPERATIVE OFFICE EDUCATION PROGRAM

(typed signature)
Teacher-Coordinator

urs

THE ADVISORY COMMITTEE

The Arizona State Department of Vocational Education has prepared a handbook entitled The Advisory Committee which gives in detail the what, why, who, when, and where of the advisory committee. This handbook is available to office education teachers in the state, and coordinators will find it useful as an advisory committee is a necessary part of the COE Program.

The definition given in that handbook is: "An advisory committee may be defined as a group of persons outside the educational profession chosen from a community . . . to advise school officials regarding a school program."

This committee serves to advise and is not involved in making policy.

Some schools use a single advisory committee to help with all of their vocational programs. Those involved in the Cooperative Office Education Program may find such a committee more useful if it is a separate one just for the COE Program. It will, in that way, be composed of people who are especially interested in the office occupations and understand the correlation between the office occupations and the school's Business Education Department.

The committee is usually appointed by the school administration or the board of education, but the coordinator should make recommendations for membership.

There have been districts who have found that a very enthusiastic committee can be composed of representatives from civic organizations in the community. Prescott High School, for example, asks organizations such as Lions, Kiwanis, BPW, Rotary, Soroptomists, and Civitans to choose a representative from the organization to serve on the advisory committee. Other districts may choose the members of the committee from the business community, i.e., employers and employees.

If the group is not too large, from five to seven members, and if it is composed of people who really want to help with the program and are willing to contribute their time, knowledge, and energy both the school and the community will benefit.

The committee, in order to function and continue to exist, must feel that it is contributing in a real way to the education of the students in COE. Therefore:

Meetings should be scheduled only when there is something to be accomplished.

Notice should be sent to committee members far enough in advance so that they can put it on their calendars. Also, members should be contacted on the date of the meeting to remind them of the meeting.

An agenda of the meeting should be prepared.

A copy of the minutes of the previous meeting should be sent to the committee members.

The advisory committee can assist the teacher-coordinator in five areas of the COE Program:

Related instruction.

Guidance.

Coordination activities.

Public relations.

Operation and administration in the program.

FOLLOW-UP AND EVALUATION

An excellent Cooperative Office Education Program is constantly being assessed by all parties involved, but the COE coordinator is basically the person who is responsible for initiating the follow-up, being aware of its content and the frequency of its use.

Follow-up data after graduation by both individual schools, and the State Department, will reveal the success or weakness of a COE Program. Follow-up surveys could include employment history of the student, utilization of classroom techniques, promotions received on the job, and suggestions toward the improvement of the program. Follow-up studies could also be made to parents and employers or others directly or indirectly involved in the COE Program.

Follow-up surveys vary in length and frequency of distribution. Coordinators must realize that surveys must be supported by the school administration, and that data collected from former COE students must be relevant, accurate, complete and realistic. Surveys must be conducted in accordance with regulations of the school, and the follow-up results be made known to other departments in the school, and not isolated or confined to the COE Program only.

Trained personnel, such as career counselors in the guidance department, should be requested to advise and perhaps administer the survey. Questions should be brief and easy to answer. Simplicity in responding to the questions asked will encourage the recipient to take a few minutes to complete the survey and return it to the school for evaluation. If response to the survey has not been returned to the school within a specified period of time, say two weeks, a second survey form should be sent, along with a letter, or a phone call, indicating the importance of this survey.

Once all survey data has been compiled and presented to the school administration, advisory committee, and others for consideration and discussion, action should be taken to either revise or update the curriculum content, thereby utilizing the data collected from the follow-up survey as it was intended. Follow-up surveys could be made by:

Telephone.

Personal visitations.

Mailed questionnaires.

Survey cards.

Statistical review by state.

It is to be remembered that any COE Program must be re-evaluated periodically for effectiveness. The coordinator and the students are in the best position to determine the success or weakness of a program.

The process of evaluation revolves around objectives, goals, data, and outcomes. Compilation of this is useless until interpreted and implemented into future programs.

There are various methods and ways to collect important data. One could use:

Follow-up surveys to students.

Advisory committees.

Visits to former employers.

Vocational coordinators.

Guidance and career counselors.

Pre-testing related materials.

Post-testing related materials.

Year-to-year COE class comparison.

Poll the student body.

Other COE coordinators.

LABOR LAWS AND MINIMUM WAGE

The areas of labor laws and minimum wage laws are two components which play an important part in the operation of any business which employs individuals, whether on a part-time or a full-time basis.

Each individual business and employer must be concerned that they are not in violation of either the laws of the state in which they operate their business and/or the federal labor laws and minimum wage laws. These laws are further complicated by the fact that their explanation on areas of coverage are sometimes vague and at other times they are not complete without having to refer elsewhere. Sources of information for obtaining answers and literature are:

State of Arizona: Booklet, State of Arizona Labor Laws

Address, State Labor Department
1601 West Jefferson Street
Phoenix, Arizona 85007
Telephone No. 271-4515

Address, Department of Labor
Box 13088
Tucson, Arizona 85732

Federal: Booklet, Handy Reference Guide to the Fair Labor Standards Act

Address, United States Department of Labor
Employment Standards Administration
Wage and Hour Division
Washington, D. C. 20210

Students enrolled in the Cooperative Office Education Program are subject to the provisions of all state and federal labor laws, unless exempt by special application and approval. Those types of businesses which fall under federal coverage are:

Telehpone.

Telegraph.

Radio.

Television and transportation industries.

Banks.

Insurance companies.

Advertising agencies that regularly use the channels of interstate commerce in the course of operations.

Clerical and other workers who regularly use the mails, telephone, or telegraph for interstate communication.

Manufacturing.

Processing.

Mining.

Copies of booklets for most of the above types of businesses may be obtained by writing to the U. S. Department of Labor office. The address is:

U. S. Department of Labor
1306 North First Street
Phoenix, Arizona 85004

OR

Federal Wage & Hour Office
Federal Building Room 8 K
301 West Congress
Tucson, Arizona 85701

All of the 11 types of businesses listed fall under federal coverage for several reasons. One of the main reasons is that each is licensed or sanctioned by some agency of the federal government. For example, all radio stations are sanctioned by the Federal Communications Commission; many banks carry insurance sponsored by the Federal Deposit Insurance Corporation as well as perhaps belonging to the Federal Reserve System; insurance companies have underwriters who are located in other sections of the country which are outside the state in which that insurance company operates.

Under the highlights of the Fair Labor Standards Act Amendments of 1974 the federal minimum wage must be paid, except where a specific exemption is provided, to all employees engaged in or producing goods for interstate or foreign commerce; and to all other employees employed in any of the following enterprises engaged in or producing goods for commerce, including work relating to goods that have been moved in or produced for commerce:

> Retail or service enterprises having an annual gross volume of sales of at least $1 million and an annual flow of $250,000 in interstate goods.
>
> Local transit enterprises having an annual gross volume of sales of at least $1 million.
>
> Construction enterprises doing a gross annual business of at least $250,000.
>
> Gasoline service stations having an annual gross volume of sales of at least $250,000.
>
> Establishments other than the above having individually covered employees, in enterprises having an annual gross volume of at least $1 million.

Since the State of Arizona is a right to work state and as such has no state minimum wage law, very few questions from the employers arise pertaining to the state minimum wages. But questions may arise with regard to other facets of labor laws such as Workmen's Compensation and the Industrial Commission policies. It is the teacher-coordinator's job to be able to inform each participating employer about labor law policies when a question arises. The teacher-coordinator may find that many questions will arise with regard to the federal minimum wage law. The informed teacher-coordinator should be able to answer the questions. If he cannot, he is doing a disservice to that employer as well as the student-learner who is or may be involved.

Whenever a state standard differs from a federal standard, the higher standard (federal) must be observed.

Each teacher-coordinator should be aware of Section 14 of the Fair Labor Standards Act which provides for the issuance of special certificates permitting the employment of student-learners in vocational education programs, and handicapped workers at rates below the statutory minimum wage. The form is numbered and identified as Form WH-205. The employer and coordinator, as well as the student-learner complete the form and it is returned to the Regional Directors Office, U. S. Department of Labor, Wage and Hour Division, San Francisco, California. The employer then receives a student-learner permit from the Regional Directors Office of the Department of Labor allowing that employer to hire the student-learner at 85 percent of the present minimum wage.

Teacher-coordinators are urged to use Form WH-205 with prudence and to use it only when necessary. Frequent usage of the form could stifle the development of the COE Program to the point where employers do not pay the student-learners the comparable beginning wage that we as teacher-coordinators request and urge them to do.

Perhaps the most comprehensive reference guide to federal labor laws and minimum wages is contained in the following source:

Federal Labor Laws
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

This source sells for $12 payable in advance.

DEVELOPING RELATED INSTRUCTION

The total instructional program of a Cooperative Office Education student has three major responsibilities. The first is the formal classroom instruction to develop basic skills, knowledges, and attitudes. The second is the supervised on-the-job training phase, giving the students an opportunity to apply in a real office situation, the basic skills, knowledges, and attitudes developed in the classroom; and third is the cocurricular activities of the youth organization Future Business Leaders of America/Vocational Office Chapters of Arizona as it is related to their field. Club activities give students an opportunity to develop attitudes and knowledges that cannot be learned in a classroom or an office situation. There are certain attitudes and knowledges about social behavior that must be learned in another type of setting. This is done best through the activities of the FBLA/VOCA youth organization.

The cooperative method in Cooperative Office Education gains its strength and existance from a plan of instruction combining the on-the-job factors and applications of learning. The classroom instruction or related training instruction is justified only when it meets the needs of each individual student on a particular job and equips him for full-time job performance with a definite business career objective.

Modules of instruction are presented in this Curriculum Guide to be used in the Cooperative Office Education Program. In addition to those modules given, three additional modules are presented in the

Cooperative Office Education section since they are unique to only the COE Related Class. The three modules which are presented in this section are:

Orientation to Cooperative Office Education.

Decision Making.

Career Exploration.

Related instruction is at times difficult to present because of the lack of time which the school year provides. Many times a student(s) will need immediate related instruction to his job. Some other class members may also need related instruction in additional areas. This means that the related class must be flexible enough to postpone its present activity. Certain class members must go immediately to another area of related instruction where they will improve their skill or knowledge relating to a critical task they are having on the job or anticipate having very soon. For the teacher-coordinator, this means that normally there are a variety of related instructional activities happening in the classroom simultaneously, and must of necessity be studied by the student on an individual basis. Individual instruction in the related class can be achieved through programmed instruction, tutorial aids, filmstrip and cassette players, job sheets, group discussions, and one-to-one student instruction. The teacher-coordinator cannot effectively extend himself to all areas of instruction at once. He must prepare procedures, job sheets and step-by-step instructional materials to be used in the methods he wishes to utilize in carrying on a perpetual activity of related instruction. This will benefit those students who are in need of some formal instruction and experience in business skills, procedures, or equipment.

Areas of related instruction can be identified as any skill, attitude, or knowledge which may be required in a business office. The modules of related instruction can be identified as:

- Typing.
- Shorthand.
- Communication Arts--Overview.
    - Language Skills.
    - Listening.
    - Reading.
    - Oral Communication.
    - Writing.
- Telephone Techniques.
- Job Application.
- Mailing Process.
- Reference Sources.
- Record Keeping/Financial Records.
- Bookkeeping/Accounting.
- Data Processing.
- Business Math.
- Adding and Calculating Machines.
- Machine Transcription.
- Reprographics/Duplication.
- Word Processing.
- Personal Adjustment/Human Relations.
- Business Organization.
- Filing/Records Management.
- Travel.
- Business Law.

Modules of instruction have been prepared in the preceding sections of this Curriculum Guide for all of the above. In addition, there are some specialized tasks such as office housekeeping, following instructions, making coffee, using supplies, etc.

The teacher-coordinator can determine the priority of related instructional activity by using several methods. Some of these methods are:

Conferences with students about their job progress.

Conferences with job supervisors about progress of student-learners.

Reading through the Weekly Production Report which students submit.

Experiences of teacher-coordinator where he knows that certain types of duties are performed by almost all student-learners such as in filing.

Areas where students have shown a weakness through either pre-tests or classroom instruction such as in spelling, typing, etc.

Areas of general weaknesses of students as shown in classroom performance.

Talking with job supervisors or former COE students about where problems existed on the job.

Current readings by teacher-coordinator of types of duties or types of training in the business office that are becoming critical and must usually be done by most office employees.

Job profiles.

Student self-evaluations.

After some time out in the field, the teacher-coordinator will find that most of the related instructional activity must be allocated into the first half of the school year because it is then that the student-learners are learning new things on the job and want immediate related instruction.

During the student-learners period of adjustment to their job, the teacher-coordinator must do all that is possible to create some security and stability in the students. This security and stability will then hopefully provide them with the confidence they may need to successfully overcome their period of adjustment to their jobs.

MODULES OF INSTRUCTION

ORIENTATION

COOPERATIVE OFFICE EDUCATION

Orientation

DESCRIPTION

Suggested Grade Level
11, 12

Approximate Time
5-15 hours

An important part of the related classroom instruction is to be sure that the student understands the rules, regulations and responsibilities he has agreed to when entering the program. Knowledge of these responsibilities at the start of a COE Program will help prevent misunderstandings and other problems with the parents, school, coordinator and his employer at a later date. The purpose of this module is to be certain that the student enrolled in the COE Program understands the policies and features of the program, and that he has an opportunity to discuss in class any part that he does not understand.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Orientation			

COOPERATIVE OFFICE EDUCATION
Orientation
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given the Student Agreement Form and the Evaluation Form of a COE Program	the student will type out a list of COE policies	with 90 percent accuracy within 55 minutes
Given the responsibilities of the student, employer and school	the student will type out a list of duties and responsibilities of the COE Program	with 90 percent accuracy within 1 class period
Given an unarranged copy of the COE Orientation Manuscript	the student will type in correct manuscript form	a complete copy with 100 percent accuracy within 3 class periods
Given 7 departments of the local high school	the student will prepare an organizational chart	with 100 percent accuracy within 15 minutes
Given a teacher prepared test on school equipment and supplies	the student will answer the questions	with 95 percent accuracy within 45 minutes

676

675

COOPERATIVE OFFICE EDUCATION
Orientation
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Orientation Review Policies of COE	During the introductory part of the COE Program, it is imperative that students fully understand the rules and regulations that govern a good COE Program. Provisions will be made during classroom time to review the Student Agreement Form and the Evaluation Form(s) to be used by the employer in evaluating the on-the-job aspect of the COE Program and to discuss each in detail. See Appendix for these 2 forms. The coordinator will review these 2 forms during the related class.
Responsibilities	Discuss the responsibility of the student in: Informing the employer when he is not able to be at his training station Transportation to and from his training station Physical examination or x-ray when necessary Bond when necessary Completion of necessary payroll forms provided by employer Refer to module on Payroll Parking arrangements when not provided by employer Familiarization with company policy (policies) The employer has the responsibility to the student of: Assigning an immediate supervisor Providing a healthy atmosphere that is conducive to good learning habits Providing the student with a minimum of 15 hours of work per week and the maximum not to exceed the amount specified under the labor laws Providing payroll information and pay for work Informing him as to what he is doing correctly or incorrectly

COOPERATIVE OFFICE EDUCATION
Orientation
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Responsibilities (Continued)	The coordinator will provide the COE student an opportunity to discuss and become familiar with: Learning on a new job Job related problems Improvement of skills Learning of new skills required for job Employee-Employer relations Job competency Organization of work load--schedules Job visitations and conferences Youth organizations School credit or related problems Provide helpful literature relating to job School responsibilities to program
	Student responsibility to school Attendance Tardies Attitude Dress Honesty
Class Procedures	Students will fill out a report indicating hours worked, wages earned and work performed. Familiarization with other forms will also be done at this time indicating time of completion and submittal. The student will also have in-basket problems regarding COE orientation which they will read and type in manuscript form.

COOPERATIVE OFFICE EDUCATION
Orientation
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Responsibilities (Continued) Class Procedures (Continued)	A former COE student will be invited to class to discuss the COE Program and present a discussion on the "first 3 weeks" in an office. Students will participate in question and answer period and complete the Guest Speaker Form.
	An employer will be invited to the classroom to discuss the importance of being prepared to enter the labor force. Students will complete Guest Speaker Form.
	Students will have an opportunity to become familiar with an organizational chart. Students will prepare an organizational chart for their high school and include the coordinator and student. They will also prepare a chart for the training station where they are employed.
Equipment and Supplies	Students will see where the various kinds of machines are located and available for classroom usage, as well as the location of classroom supplies.
Grading	Students will be made aware of the method used to determine their grade for the program. Satisfactory completion of the classroom related instruction, as well as the Employer Evaluation Forms, will be included to determine the grade.
	Modules may be used during the orientation period. Students will be introduced to the modules of instruction, and class discussion will determine the priority of related instruction.
	Students will complete Orientation To My Job Form.

Arizona Department of Education **Division of Vocational Education**

ORIENTATION TO MY JOB

STUDENT NAME____

I. The Training Station:

1. What is the name of the firm for which you are working?______________

____

a. Address______________________

b. City______________________

c. Phone number______________________

2. Who is the number one person in this firm?______________________

3. Who hired you?______________________

4. Who is your immediate supervisor?______________________

5. What is the major product or service of this firm?______________________

6. Approximate number of employees. Firm a.____________

Work Group b.____________

7. How do you get to and from your training station?

a. Independent Transportation______________________

b. Dependent Transportation______________________

8. Is there a parking area? Yes No

a. Assigned__________

b. Unassigned__________

c. Do you have a space?__________

9. Is there a union or employee association where you work? Yes No

a. Name______________________

b. Are you expected to join?______________________

c. Cost of membership__________Amount of dues__________Per__________

10. What are your specific duties or responsibilities?

____

____

11. Are you expected to provide basic tools and/or equipment? Yes No

If yes, list them ____

____

____

12. Are you familiar with the locations of:

	Provided	None
a. Time clock	_______	____
b. Cafeteria	_______	____
c. Restrooms	_______	____
d. Health Center	_______	____
e. Lockers	_______	____

II. Timekeeping and Pay Procedure:

1. Did you fill out a W-4 tax withholding form? Yes No

2. Do you understand the deductions that are withheld from your pay?
   a. FICA Yes No
   b. Federal Yes No
   c. State Income Tax Yes No
   d. Other (if any) ____

3. Are you familiar with the timekeeping procedure? Yes No
   a. Do you use a time card? Yes No
   b. Do you use a time clock? Yes No
   c. Who records your time? ____

4. What is your rate of pay?
   a. Hourly ______________
   b. Daily ______________
   c. Weekly ______________

5. Work Schedule:

START	STOP	TOTAL DAILY HOURS
TOTAL WEEKLY HOURS		

6. Do you have scheduled rest breaks? Yes No
   a. When ____________________
   b. How long ____________________

7. What are the company holidays?

____

____

____

8. Will your employer want you to work during school holidays? Yes No

III. Safety, Health, and Fire:

A. Safety-

1. Is someone in your firm responsible for safety? Yes No
   a. What is his or her name? ____________________

2. Does your firm have a health center or first aid room? Yes No
   a. Where ____________________

3. Are you required to report all accidents? Yes No
   a. To whom ____________________
   b. How ____________________

4. What is the first aid procedure in your firm? ____________________

____

____

5. What type safety clothing is required for your employment? ________

____

____

6. What type wearing apparel is prohibited? ____________________

____

7. Does your firm have any special safety regulations? Yes No
   a. If yes, explain:

____

____

____

8. What are the dangerous processes and equipment in your work area?

____

____

9. Are you required to drive a vehicle as part of your job? Yes No
   a. What ____________________
   b. Do you have the proper license? Yes No Type ____________

10. Have you informed your employer whom to notify in the event of illness, accident, or injury? Yes No
    a. Whom ______________________________

B. Health-

1. Does your firm provide any medical service? Yes No
   a. What ____________________

2. Does your firm require a physical examination? Yes No

3. Are you required to obtain a food handlers' permit? Yes No

C. Fire-

1. What do you do in case of fire? ____________________

2. Where is the location of the nearest fire extinguisher? ________

3. Where is the location of the nearest fire alarm or telephone?

____

IV. Policies, Practices, and Procedures:

1. How were the firm's special regulations and rules presented to you?

____

   a. Are the firm's regulations posted? Yes No If so, where? ____

   b. Are you allowed to use a radio at work? Yes No If so, are there any restrictions, and what are they? ____________

   ____

   c. What limitations are placed on the use of personal phone calls?

   ____

   ____

   d. What does your firm consider to be appropriate dress while on the job? ______________________________

   ____

e. Is smoking allowed at your place of work? Yes No If so, what area is permitted for this practice?____________________

and when____

2. Is there a probationary period at your place of work? Yes No

a. Are you considered a temporary employee during this time? Yes No

b. How long is your probationary period?____________________

3. Important notifications that you must make:

a. Who do you notify in case of absence?____________________

b. Who do you notify in case of tardiness?____________________

c. Who do you notify in case of unforeseen emergencies?__________

4. Where are employee notices posted?____________________

a. What are the restrictions you must obey in regards to bulletin boards?____

5. What policy does your firm have in regard to lunch periods?

____

a. How long is your lunch period?____________________

b. Are you paid for this time?________________________

c. Is there a designated lunch area, if so, where?____________

6. Are you acquainted with the procedures and policies governing tools and equipment? Yes No

a. Do you use your own tools and equipment? Yes No

b. What rules govern the use of your own tools?______________

____

____

c. Do you use the firm's tools?________________________

d. What system must you use in checking out tools for your job?

____

7. Are you completely familiar with the clean-up requirements? Yes No

a. What time are you given (if any) for clean-up tasks?__________

b. What are your responsibilities in cleaning up?____________

8. Are you familiar with the plant security regulations? Yes No

DECISION MAKING

COOPERATIVE OFFICE EDUCATION
Decision Making
DESCRIPTION

Suggested Grade Level
11, 12

Approximate Time
5-50 hours

Decision making is a part of everyone's daily life. Especially does it become vital when decision making enhances one's success in a particular task. So it is with the Cooperative Office Education Student. Decision making is important because of the numerous occurrences that arise whereby the student must of necessity make a decision in the classroom and/or on the job that will directly affect his success and self-image. Decision making is thereby being included for the purpose of enhancing the success and self-image of those students enrolled in the Cooperative Office Education Program. In this module the in-basket method will be used to provide the student with the decision making exercises. The case study method also will be incorporated as well as role playing.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
In-Basket Project Case Studies Role Playing	NOTE: Additional in-basket projects, case studies, and role playing skits may be created and at more complicated levels by the instructor. This is contingent upon the success the instructor has with the 3 methods as well as the make-up of the class.		

COOPERATIVE OFFICE EDUCATION
Decision Making
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given 3 in-basket activities for Cooperative Office Education	the student will establish the priority of duties, determine the necessary action to be taken, record the action to be taken, and proceed to carry out the actions determined in the order of priority which he has established	with 100 percent accuracy within 2 hours
Given the 1 case study for Dirty Sally	the student will read through the case study, and answer the questions provided	within standards of evaluation as set forth by the instructor
Given the role playing skit for Dirty Sally	the students will determine the objectives of the role players and determine if those objectives were attained after reading through the role playing skit	within standards of evaluation as set forth by the instructor

COOPERATIVE OFFICE EDUCATION
Decision Making
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
In-Basket Project Procedure Reading Understanding Establishing of Duties in Order of Priority Determining Necessary Action Performing Actions Previously Determined	After distributing in-basket activity(s) allow students to read through activity(s). Discuss procedure, establishing of duties, determining necessary action, and performing necessary action. Students determine priority of duties and record. Students determine necessary action and record. Students type out and perform previously determined action.
Case Studies Procedure Determining the Problem Discussing the Problem Solutions to the Problem Effect of Solution on Problem and People Involved	Have students read through case study. Discuss case study problem. Have students write out answers to questions. Have students write about how they can keep this problem from happening to them. Ask home economics teacher, school nurse, or a downtown resource person to talk to the class on body care, diet, how to care for their clothing, etc. Have class, except for people who will role play, read through case study.
Role Playing Procedure Achieving of Objectives Assigning of Roles Preparation of Role Presentation of Skit Achieving of Objectives	Assign role of Mr. Denver to student and have student prepare his role. Assign role of Sally to student and have student prepare her role. Two students will role play before the class. Class will discuss if objectives of Mr. Denver were achieved. Class will discuss if objectives of Sally were achieved.

IN-BASKET ACTIVITY
FOR COE

****

Setting: Secretary in Business Education Department
At Winona High School

****

THE SITUATION

You are Raquel Welch, secretary to Dr. Jekyll, Chairman of the Business Education Department at Winona High School in Winona, Arizona. When you come into your office at 9 a.m. on Monday, May 8, Dr. Jekyll discusses with you an incident that happened in his methods class last Friday. At 9:25 he leaves to teach his 9:30 and 10:30 classes. He will stop at his office at 11:30 just long enough to pick up his briefcase. He will leave for lunch then and will immediately drive to Two Guns High School where he will prepare to conduct a 4-day workshop concluding on Friday afternoon, May 12. He will return to the office on Monday, May 15. Someone has been assigned to teach his classes while he is absent.

YOUR ASSIGNMENT

1. Indicate the priority of the jobs as Urgent, Do Today, or Do During Week and the order in which jobs would be done within these three classifications. (use Priority of Completion forms provided)
2. Indicate the action you would take on each item (complete an ACTION TAKEN form for each item):
    a. If a telephone call, introduce the essential elements of your conversation.
    b. For all other items, specifically indicate steps to be followed in handling each item.
3. After accomplishing 1 and 2 above, perform in the order of priority indicated the tasks which can be done by you.

Name of Student ______________________

PRIORITY OF COMPLETION

Urgent	Do Today	Do During Week
Item # 1 ________	Item # 2 ________	Item # 3 ________

ACTION TAKEN forms

ACTION TAKEN Item # 1

____
____
____
____
____

ACTION TAKEN Item # 2

____
____
____
____
____

ACTION TAKEN Item # 3

____
____
____
____
____

ITEM 1

May 5, 1974

Dr. Jerry J. Jekyll, Chairman
Business Education Department
Winona High School
Winona, Arizona 86333

Dear Dr. Jekyll:

Will you take just a minute or two to do me a favor. I need your answers to a few questions about requirements for entrance into the Cooperative Office Education Program.

I will be attending Transylvania University in the fall as a Freshmen and would like to apply for COE if I can qualify. But, I must make application by May 10 or be passed up and must wait until the following year.

The enclosed questionnaire is very short--it will take less than five minutes of your time. Please fill it out and return it to me in the envelope enclosed.

The information is urgently needed to complete my registration and meet the deadline which has been set by the university.

Sincerely yours,

Countess Llona

rn

enclosure

Raquel, fill out the enclosed questionnaire and mail it.
JJJ

ITEM 1A

UNIVERSITY OF TRANSYLVANIA

Student Questionnaire

RE: Cooperative Office Education Program

Directions: Complete and return to Registrar by deadline date of May 10.
Please type out your responses.

1. Who may apply for COE?

2. What are the requirements for COE?

3. How many credits are received for COE?

4. What responsibilities do you as a student-learner assume by enrolling in the program?

5. What is a teacher-coordinator?

6. List six advantages that will be of benefit to you while in the program?

7. What is a "Related Class"?

8. Who participates in the COE Program to make it function?

9. What career goal or vocation will you pursue or have you given thought to?

10. How do you plan on using the COE Program to achieve your short-term or long-term goals?

ITEM 2

TO: Dr. Jerry J. Jekyll

FROM: A Local Office Manager

SUBJECT: A COE Student

We have recently hired one of your COE student-learners who has been doing excellent work. One of the policies of our company is that no personal phone calls be made unless an emergency develops.

(Name of student) regularly at 3:00 p.m. calls and talks for 15 to 20 minutes to her boyfriend. She has been oriented to the company policy and has been warned once.

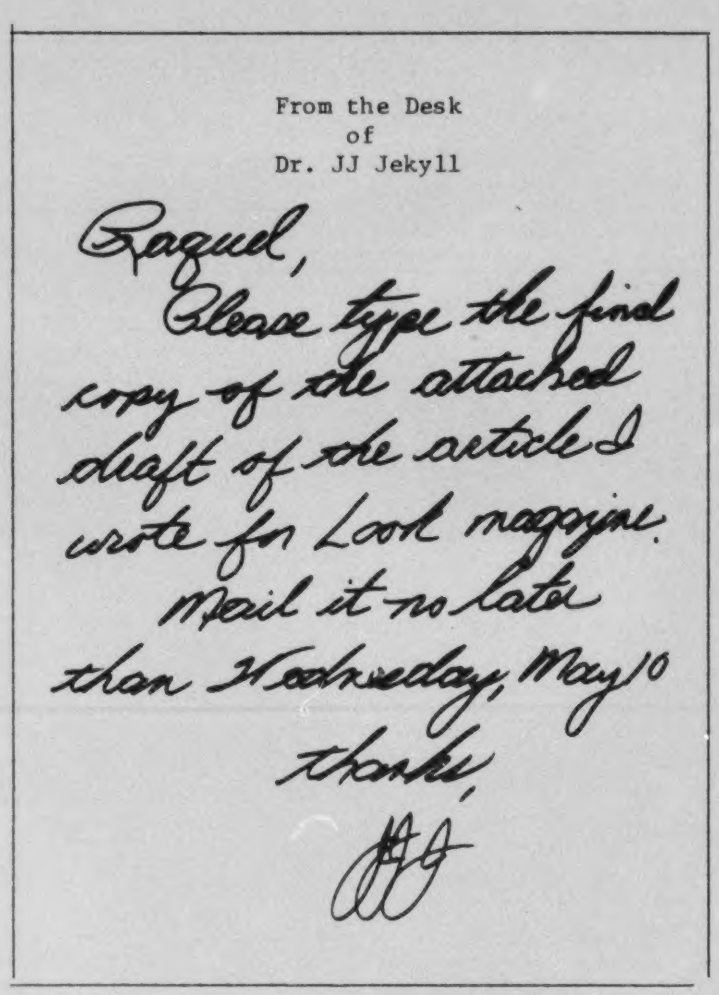
Would you please talk with (student) and get this problem solved for us.

Raquel,

Would you talk to Bridgett and tell what you would say to her and also recommend a brochure or any kind of literature that you will give to Bridgett to read so that she is made aware of telephone etiquette

JJJ

ITEM 3



From the Desk
of
Dr. JJ Jekyll

Raquel,

Please type the final copy of the attached draft of the article I wrote for Look magazine.

Mail it no later than Wednesday, May 10

thanks,

JJ

ITEM 3A

"A CHANCELLOR'S VIEW OF COOPERATIVE EDUCATION"

I'm very happy to have the opportunity to talk with you about Cooperative Education. I remember as a callow youth, just out of college, walking into an office and saying, "I want a job." They said, "Come back in about 10 years after you have some experience." That is not unique to myself and it is not unique to my generation. We find today that one of the reasons why many young people are not able to get jobs is because they lack experience. Yet how are they going to get experience if nobody will give them an opportunity?

The Coast Community College District got started in work experience education a number of years ago in a rather interesting way. In sitting with a group of advisory committee members, people who represented business and industry, the comment was made that some of our graduates in occupational programs had the skills and the ability to make a contribution, but they lacked the knowledge of what a job was all about, what it is like to check-in in the morning, to get down to work and to pay attention to detail. In other words, just plain work experience. We decided then that we would move into the area of developing work experience, and we have now expanded our program.

Putting work experience into perspective, it fits as a very important and very essential element in the entire higher educational picture today.

Now I would like to discuss with you what I perceive to be four trends which are overridingly impressive and which deserve our attention and our study during the next decade. I believe that educational opportunities in higher education will continue to expand. I do not believe that people are going to stop availing themselves of higher education, but I think there is going to be a change. I think there is going to be a distinction between spending four years in a college and getting a degree and getting out and never returning to college, and the kind of education that takes place in the 1970's. I believe that we are going to see that the degree, per se, is not going to be as important as we thought it was, but the motivation to learn, the desire to know more, is going to be increasingly important.

I think some place deep in the American psyche there is the itch to learn. The United States is unique in the field of education. For over 400 years it has sought to provide educational training of a public nature for the people. In Massachusetts, in the very early stages of our society, public education for all was deemed important at the basic level. During the mid-nineties the minimum level moved ahead. At that time public education was viewed not as an obligation, but as an opportunity. Then in the early 20th century public secondary education caught fire and universal public secondary education became the way to go. During the last two decades we have seen the community college movement sweep the country like a wildfire, with new community colleges developing at the rate of one a week. During the last several years it has made universal access to higher education a fact of life. I don't think this is a plateau. I think that there is an evolving commitment on the part of our nation and that although we go through struggles and we go through upheavals and we go through changes, we move to another level.

The second major trend which I think is taking place is in the area of recycling. It is said that at the present time one-third of the students in the New York system of higher education are part-time. That is one out of every three students. Before long I think we are going to really realize what we have been calling life long education in a very essential way. Four years of education or two years of higher education will no longer be regarded as a finishing school, but people will continue and continue and continue to learn. I think that there will be a shift in the clientele of higher education in the process. However, higher education will continue to be a growth industry. In fact, instead of diplomas at graduation we may find that we will give students a certificate of continuing education, so that this would merely open the door to additional opportunities throughout a person's future.

Look what has taken place in the way of the reform of transportation. Out students now during the summertime fly to half way around the world or to darkest Africa, or to anyplace else they desire, for direct, first-hand experiences. And they do this. We find them throughout the world.

Think of what has happened in the communications area, when you can sit at home in front of your set and watch instantaneously the activities from the China Wall. Think of what young people growing up today, preschool children, elementary school children, high school children, are learning in the way of direct experiences as a result of the communications revolution. We have not even begun to tap the educational possibilities of television. It is a reality and it is being used by the commercial enterprise in a number of different ways, but it is not really being used by education. I think we are going to need to try to find more flexible resources to adapt to the changes in the educational processes that are taking place today.

A fourth trend that is taking place during the 1970's is the elimination of institutional barriers. There will be a merging of instructional efforts. Institutions will gather together in consortia to pool their resources and they will ally themselves to a greater extent with business and industry. I heard a figure the other day that was rather impressive and that was that education in the periphery, outside the traditional four year or two year institutions, is increasing at a quantum rate of four times the rate at which education is increasing within the institution. What does that mean? That means that business and industry and other agencies and professions are getting increasingly involved in the educational process. And it means that another opportunity exists to erase walls that have existed between the traditional institution and what is out there, the living laboratories that are available to us in meeting the needs of the new student.

Evidence that we have to have a collaborative effort includes the Carnegie Commission Reports which are extremely stimulating. They show that there are other ways to get an education than simply sitting in a classroom and compiling a certain number of Carnegie units. The Newman Report calls for a complete new look at higher education, at innovative practices and the breaking through to new frontiers. The various commissions on non-traditional education and the external degree are coming out with similar reports. All of these point up one fact for us. That is that work experience is a natural evolvement in the changing educational process. For years and years there has been a debate about the philosophical differences between general education and occupational education or career education. This debate went on and on about what education was all about. These debates were a little bit like the debates that the clergy used to have on how many angels could dance on the head of a pin and make just about the same sense. I think we are over that.

I think that now we see that society's stake, if society is going to support education as it has in the past, has to be clearly in the forefront. Society's state is not just to turn out the gentleman who has gone through a period of training which will allow him to appreciate the arts or culture, then go on welfare or push a broom because that is all he knows how to do. Society's stake is also in developing individuals with career capabilities. I would like to read a statement that Sidney Marland made recently. He said, "Almost all of the shockingly high number of unemployed youth are products of the general curriculum and we can expect small improvement until the general curriculum is completely done away with in favor of a system of high school education with but two exits, continued education or employment, and nothing else." The U. S. Secretary of Labor recently made this statement. "The general education track does not get you into college, neither does it get you into work. It's a sort of deadend track with nothing tangible for the working world at the end of the line. It provides no skills for entering level jobs that can lead to regular careers. If it leads to jobs at all it leads to work like babysitting, pushing brooms, pumping gas or cooking hamburgers and it is in jobs like these that these general education teenagers often stay until they reach their early 20's. Not until then do these youngsters connect with something like a real career job."

What are some of the advantages of work experience education? I would like to summarize these advantages into four areas. One, the advantages for the student. For the student, Cooperative Work Experience Education provides an opportunity for him to lend some practical reality to the theory and to the instruction which he receives in the classroom. We have testimony from students about how they didn't really know the value of what they were doing and learning in the classroom until they got out into work experience. That they didn't really appreciate the relationship of what was going on in the classroom and in the world of work. Another obvious advantage to the student is that it puts him into contact with potential employers. And in this day and age that is a very important thing. Another advantage is that the student can begin the process of becoming a worker at an early age and in a transitional way. A fourth advantage to the student is that the student can bring back to the classroom some of the very important developments which are taking place out there in the world of work. This can in turn help in the instructional area by bringing the latest developments, the latest research, the latest methodology back to the classroom.

What are the advantages for the faculty? One of the prime advantages to the faculty is that it brings an awareness to them of what is happening occupationally today. With the rapid changes that are taking place in technology and in business, constant renewal is essential. Faculty who work as coordinators have another tremendous advantage. They gain contacts with employers and with supervisors. Many faculty coordinators say that they had not realized what industries existed in our communities. Another advantage to faculty is that representatives of business and industry get to know faculty members as persons, rather than as one who exists in an ivory tower or who exists as a stereotype. A fourth advantage for the faculty member is that it assists him immeasurably in working with the student. The student is motivated to learning as a result of his experience on the job.

What about the advantages to business and industry? Business and industry has had a tendency to feel that education has an impractical orientation, that education was not really concerned about the world of work. Again, testimony from employers and business representatives is to the effect that for the first time they have been made aware of the contribution that the community colleges make to occupational preparation. Many hadn't realized the scope of our programs, nor had they realized the quality of the training we have. Another obvious advantage for business and industry is that the institution serves as a screening process by placing only those individuals who have potential. Another advantage is that they have the assistance of the institution in providing supervision.

For the high school, work experience may be the most important public relations device ever developed. Above all, it allows for the institution to make effective use of the vast resources in manpower and facilities which exist in commercial enterprise.

CASE STUDY

"Dirty Sally"

Seventeen year old Sally Taylor is enrolled in the Cooperative Office Education Program at Arizona High School. The class has 22 students enrolled with Mr. John Denver as the teacher-coordinator.

Sally works in the offices of The Clip Joint, a department store, daily from 1 to 5 p.m. under the supervision of Mrs. Iam Gross. Sally does receptionist duties, types letters and billings, files, records in accounts receivable and accounts payable ledgers, sorts mail, and runs errands.

The weather is getting warmer and students and fellow employees are tending to shy away from Sally. Mrs. Gross has called Mr. Denver to talk about some of the personal problems she sees in Sally. Mrs. Gross informs Mr. Denver that she is a distant relative of Sally's and does not feel that she can approach Sally or her parents without causing hard feelings in the family. She says that these problems are beginning to create concern among the other members of the staff and perhaps may cause Sally to be dismissed. Students are joking behind Sally's back and referring to her as "Dirty Sally".

Assignment: Determine the following:

1. What are Sally's problems?
2. Who do you think should tell Sally about these problems?
3. How can Sally be approached to correct the problem without causing hurt feelings?
4. What would you do to get Sally to correct this problem?
5. How could Mr. Denver include something in the class that would help all students and prevent this from happening again this year?
6. Come up with four alternative solutions to Sally's problems.
7. Which alternative would you choose? Why?
8. If you were to put your alternative into action what would be the effect upon Sally? Mr. Denver? Mrs. Gross? Sally's job? the class?

ROLE PLAYING
COE

1. Role Play the Dirty Sally case study.

THE SITUATION

Mr. Denver is getting ready to talk to Sally about the problem. He does not want to hurt Sally's feelings so he is not sure what he is going to say and how to say it. Sally is a very energetic and extroverted type person.

YOUR ASSIGNMENT	1.	Tell Sally what her problem is and be sure she understands.
Mr. Denver	2.	To get Sally to agree that she will try to correct the problem.
	3.	Do not get "Dirty Sally" mad or hurt her feelings.
	4.	If Sally does not know how to correct her problem, give her some tips or resources.
YOUR ASSIGNMENT	1.	To be embarrassed after being told your problem.
Sally	2.	React to Mr. Denver's comments (if you think his comments are too harsh, you'll probably get mad, but if his comments are worded properly you won't get mad)

CAREER EXPLORATION IN LOCAL OFFICE OCCUPATIONS

COOPERATIVE OFFICE EDUCATION
Career Exploration In Local Office Occupations
DESCRIPTION

Suggested Grade Level
11, 12

Approximate Time
10-15 hours

The students in Cooperative Office Education are working part time during the school year in office occupations. The positions they hold are usually on the beginner's level under close supervision. In order to gain a broader view of office occupations in the community, students should be given the opportunity and encouragement to personally investigate at least 2 of those occupations. The personal interview method will be used.

During the semester, each student will select 2 employees in office occupations to interview. Students will make their own appointments for the interviews at times convenient to them and the employees and will be released from the COE related class to conduct the interviews. Upon completion, the interviews will be typed during class time and placed in a loose-leaf notebook to enable each of the students in the class to refer to the notebook for an overview of the occupations covered.

OVERVIEW OF LEVELS

Level I	Level II	Level III	Level IV
Introduction Exploration of Office Occupations Selection of Local Occupations to Be Included in the Study The Interview Form Preparation of Interview Appointment Letters Interview Tips Interviews Follow-Up			

COOPERATIVE OFFICE EDUCATION
Career Exploration In Local Office Occupations
Level I

STUDENT PERFORMANCE OBJECTIVES

At the conclusion of study for this level, the student, when given the task, will demonstrate performance according to the specified measurement.

TASK	PERFORMANCE	MEASUREMENT
Given the names of 2 employees in office occupations in the community	the student will compose and type letters requesting appointment times	with 100 percent accuracy according to predetermined standards set by the teacher within 2 hours
Given 2 interview forms containing approximately 40 questions each	the student will conduct interviews and complete the interview forms	with 100 percent accuracy according to predetermined standards set by the teacher within 3 hours
Given the Job Exploration Notebook	the student will type a paper listing his/her 3 choices of the occupations in the notebook and give the reasons for the choices	according to predetermined standards set by the teacher within 3 hours

COOPERATIVE OFFICE EDUCATION
Career Exploration In Local Office Occupations
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Introduction	Inform students that they will explore office occupations in the community, using a personal-interview method, in order to learn more about the variety of office occupations that are open to persons who receive education and training for those occupations. Discuss with students the broad meaning of Career Education. Advise students that there is value in exploring other office occupations as their individual training stations are only small segments of the many office occupations in existence. Discuss the advantages of the person-to-person interview over the mailed questionnaire. Have 2 students role play a simple statement such as "It's a nice day, isn't it?" in various forms from saying it in a dull voice to more enthusiastic forms, such as with a voice lilt, smile, etc., so that students can see the value of facial and voice expressions. Ask students for reasons why they think this interview experience will be of value to them aside from obtaining information. Some of the reasons may be: experience in meeting new people, of visiting new locales, of having the responsibility for asking questions of a full-time employee, etc.
Exploration of Office Occupations Local Other Than Local	Elicit from students the names of persons they know who work in local offices and the positions held. Discuss any known duties of these employees. Explain additional classifications as determined by the local community survey of office occupations. Supply students with abbreviated list of office occupations from DOT and discuss these occupations briefly.

COOPERATIVE OFFICE EDUCATION
Career Exploration In Local Office Occupations
Level I

CONTENT OUTLINE	LEARNING ACTIVITIES
Selection of Local Occupations to be Included in the Study	Compile a list of office employees in the community, their places of business and mailing addresses. Ask each student to select 2 persons from the list to interview. Point out that by interviewing someone in a classification in which the students do not at this time have a specific interest, they may broaden their knowledge and develop new interests. Encourage students to cover a variety of classifications.
The Interview Form Introduction	Give each student a copy of the interview form, a sample of which is found at the end of this module. Students will read each item. Discuss those items about which students have questions and those on which the teacher feels comments should be made.
The Business, Profession or Industry--Section A	Lead students to determine the value of filling in the questions in the section of The Business, Profession or Industry prior to their visit to the site.
Employee Interviewed--Section B	In reading the items on Employee Interviewed, discuss with students the importance of a person's name. It should be spelled correctly; and in speaking to a person, the name should be pronounced correctly. In order to prepare students to record the answer to the question "How did he/she receive the promotion?" discuss methods of promotion in business. Acquaint students with the union method of bidding for a position, promotions through in-service training, and promotions through further education, experience, and superior work in a previous position.

CONTENT OUTLINE	LEARNING ACTIVITIES
The Interview Form (Continued) Environment--Section C	In discussing the question "Is the office in a hard-hat area?" explain that such a location may be considered to be in a hazardous area. Therefore, according to Arizona State Labor Laws, there will be a specified minimum age for working in that area. In reading the question "Is any part of this employee's work done outdoors?" discuss types of office occupations that may have some outdoor work. For example, in a mining or construction industry, an office employee may have to climb into heavy-duty trucks each day to record speedometer mileage. Have students discuss how such a task might influence what the employee would wear on the job. Encourage students to determine for themselves the answer to "Is the office in a modern building?" rather than ask the question in the interview. On the question of excessive noise, discuss with the students the effects of noise in a working environment, and how it might influence their choice of a position.
Conditions of Work--Section D	Ask the students if they know anyone who works shifts. Are there advantages and disadvantages to working shifts? Determine whether students are aware of overtime pay, and discuss its advantages and disadvantages.
Requirements Other Than Skills, Experience and Education--Section E	If it has not been done prior to this module, before starting the module, invite speakers from a bonding company, the Civil Service Commission, or others experienced in bonding, security checks, and employment testing to talk to the students. In studying the questions on the Interview Form concerning bonding, security checks and testing, reinforce the students' previous learning in those areas through discussion.

CONTENT OUTLINE	LEARNING ACTIVITIES
The Interview Form (Continued) Requirements Other Than Skills, Experience and Education--Section E (Continued)	Elicit from the students the importance of character and reputation. Ask students to give examples of office occupations where employees are bonded. Ask students to give examples of businesses that require a security check and those where a test is given for employment.
Skills, Experience and Education Required for This Position--Section F	On the question "What skills are required?" inform students that employees may interpret the question to mean only those manual office skills--such as so many words per minute in typing and shorthand, ability to use a certain machine, etc. Discuss with students questions they can ask to determine the human relations skills necessary on the job as these are important occupational skills.
Minimum Salary and Chances for Advancement--Section G	Have students discuss the inadvisibility of asking an employee, "How much money do you make?"
Duties of the Employee in This Position--Section H	Call on 2 students to write on the board the duties and responsibilities on their present training stations. Ask members of the class for other duties that they perform that are different from those listed. The student interviewer may talk with an employee who will say in response to this section, "I type letters, act as receptionist and answer the telephone." Therefore, students should discuss some leading questions that can be asked to obtain more information.
Comments of The Interviewer--Section I	Explain to the students that the section on Comments is to provide them with the opportunity to state their reactions to the job, not to the person they interviewed.

CONTENT OUTLINE	LEARNING ACTIVITIES
Preparation of Interview Appointment Letters Selection of Letter Style	Have students go over the letter style samples and determine whether the class will use one style or whether each student can use the style of his/her choice.
Determination of Letter Content	Advise students that the letter should be brief and to the point. It must be grammatically correct and well organized with no spelling, punctuation, typing or form errors. Discuss the essential information to be included: Who is asking for the appointment? What is the purpose of the interview? Why has the interviewee been selected? Where and when will the interview take place? Emphasize that the closing paragraph must make arrangements for determining whether the interview is to be granted so that the employee does not have to write an answer to the letter. A sample closing paragraph can be given to the students such as: "I will telephone you on Wednesday afternoon at two o'clock to find out whether or not you are willing to let me make this interview, and you can give me the date and time you would like me to come to your office."
Letter Preparation	Each student will type his/her letters in rough draft form and submit them for teacher approval or suggestions. When the letters are typed in mailable form, the student will mail them.
Interview Tips	
Personal Appearance	Discuss the importance of appearance. Recommend that the students dress appropriately for the interview and have the class determine what is meant by "appropriate."

CONTENT OUTLINE	LEARNING ACTIVITIES
Punctuality	Ask if any of the students have had personal experiences of waiting for someone to keep an appointment. If they have, ask them to share the experiences and their feelings.
Businesslike Manner	Remind students to conduct the interviews in a businesslike manner. Discuss some points to be considered such as: If there is a receptionist, the student should introduce himself/herself and state that he/she has an appointment for a certain time and give the name of the individual with whom the appointment has been made. When meeting the interviewee, if no one is there to introduce the student, he/she should state his/her name and "from the COE class at Blank High School." Remind students that they should not be seated until asked to do so. Advise students to be economical with the employee's time. Ask the questions, thank the interviewee, and then leave. Any other conversation should be initiated by the interviewee. Ask 2 students to role play an interview session and ask class members to criticize constructively.
Interviews	Students will give the teacher the dates and times of their scheduled interviews. These will be placed on a calendar and a SCHEDULE OF INTERVIEWS prepared for posting so that students can observe the progress. As each student completes an interview, he/she will notify the teacher of the date of completion. Some class time may be given when a student completes an interview so that he/she can share the experience with the other students.

CONTENT OUTLINE	LEARNING ACTIVITIES
Follow-Up	At the completion of each interview, students will type a copy of the interview and place it in the Job Exploration Notebook. Each student will also type an interview form from self-information on his/her own training station classification. When all interviews have been completed, each student will be responsible for going through the Job Exploration Notebook and selecting 3 of those positions in which he/she would be interested. The student will then compose and type a paper naming each position chosen and giving the reasons why he/she selected those positions.

CAREER EXPLORATION

Interview Form

Student's Name____

Date of Interview__________________Time of Interview_______________

A. THE BUSINESS, PROFESSION, OR INDUSTRY

Name____

Location____

Mailing Address____

Telephone____________________

Name of Manager or Owner____

Major Product or Service____

Public or Private___________________

B. EMPLOYEE INTERVIEWED

Name____

Company Title____

Job Classification____

Is this a union occupation?_________ _____Man ______Woman

Has the employee been in this position for more than 5 years?_______If not, how long in this position?__________________________

Did this employee work up from another position in the company?_____ If not, how did he/she receive the promotion?_______________________________

____

C. ENVIRONMENT

Is the office in a hard-hat area?_____

Is any part of this employee's work done outdoors?_____If so, what type of work is done there?____

____

Is the office in a modern building?_______ On a plant site?_______

C. ENVIRONMENT (Continued)

Is there excessive noise such as heavy equipment or machinery noises in the office area?____________________

Do women work in the area?_______ Men?_______

D. CONDITIONS OF WORK

What time does employee begin work?_________ End?_________

What are the regular working days?______________________________________

Is there shift work?_______ What is the length of the lunch break?______

How many other breaks during the day?_______Length of breaks?____________

Is there overtime work?______If yes, is it often_______ seldom___________ occassionally_________.

E. REQUIREMENTS OTHER THAN SKILLS, EXPERIENCE AND EDUCATION

What is the minimum age for this position?____________ Is a physical examination required?_________ Is any test necessary to obtain this position?_____If so, specify____

____

Does the employee have to be bonded?_____________

Does the employee have to pass a security check?_____________

F. SKILLS, EXPERIENCE AND EDUCATION REQUIRED FOR THIS POSITION

Is previous experience necessary?____ If yes, specify__________________

____

Are there any formal education requirements?______If yes, specify_________

____

What skills are required?____

____

____

____

____

G. MINIMUM SALARY AND CHANCE FOR ADVANCEMENT

What is the minimum salary?____________________

Are there opportunities for advancement to a higher position?_________ If yes,

specify____

____

H. DUTIES OF THE EMPLOYEE IN THIS POSITION

List briefly the regular duties and responsibilities:________________________

____

____

____

____

____

I. COMMENTS OF THE INTERVIEWER

Please state your positive and negative reactions to this position:

APPENDIX

(NAME OF SCHOOL)
Application for Cooperative Office Education

Name____________________ Address____________________ Student No._____

Phone____________ Birthplace____________ Birth date______ Age___ Sex___

Height____ Weight____ Homeroom teacher__________ Counselor____________

Soc. Sec. No.__________ What is your health condition? Good__ Fair__ Poor___

Do you have any physical defects?____ If yes, explain____________________

Father or Guardian_______________ Address_____________ Occupation_______

Mother or Guardian_______________ Address_____________ Occupation_______

How many times have you been absent from school this year____ Tardy?_______

How do you consider your record as a student (circle one) 1 2 3 4 5

What is your Typing speed__________ Shorthand speed?_________ List Office

Machines you can operate______________________________________

Which type of work would you prefer to do? (check three in order of preference)

____Bookkeeper (manual or machine)
____Cashier (handle petty cash, payroll
____Clerical Worker-Typist
____Data Processing (key punch, computer
____File Clerk
____Receptionist
____Stenographer-Secretary
____Transcription Machine
____Typist
____Other (telephone operator etc.)

Are you working now?___ Where___________ Type of work_______ Hrs. p/w______

What are your plans after graduation from high school?____________________

Do you have your own transportation____ Type______ Will you be involved in

Cheerleading, Pom Poms, etc.______________________________________

References: (Only one may be a teacher and none may be relatives)

Name	Address	Occupation	Phone

IF I AM ACCEPTED FOR THIS PROGRAM, I PLEDGE MYSELF TO TAKE ADVANTAGE OF EVERY OPPORTUNITY TO INCREASE MY EFFICIENCY AND SKILL, AS AN OFFICE WORKER, BOTH IN THE CLASSROOM AND ON THE JOB.

Date__________ ____________________ ____________________
Parent Signature Student's Signature

COOPERATIVE OFFICE EDUCATION

COORDINATOR'S CONFERENCE RECORD

Student's Name________________________ Training Agency____________________

Telephone No. ________________________ Date Placed______________________

Job Title______________________________

DATE	IN PERSON OR BY PHONE	PERSON INTERVIEWED	HIS COMMENT OR EVALUATION	SUGGESTIONS

May be used in recording interviews with parents, teachers, and employers

COOPERATIVE OFFICE EDUCATION
COORDINATOR'S MONTHLY REPORT

Report for the Month of September 19-- Coordinator Brenda C. Piland

School Hampton High School City Hampton

I. STATISTICAL

A.	Total enrollment in Cooperative Office Education	16
B.	Number placed on job during month	10
C.	Total number on job at end of month	16

II. REVIEW OF MONTH

A. CONFERENCES (Planned, face to face visit and discussion)

1.	Number of conferences with school administration	3
2.	Number of conferences with guidance personnel	1
3.	Number of conferences with departmental personnel	5
4.	Number of conferences with employers of COE students	13
5.	Number of conferences with COE student or prospective students	5
6.	Number of conferences with parents	3
7.	Total No. days downtown this month	11
8.	Total No. of business contacts this month	13

B. APPROXIMATE NUMBER TELEPHONE CONTACTS

1. With employers ______
2. With students or parents ______
3. Others ______

III. PLANNING AHEAD

A. What is your plan for next month in the following areas:

1. Conferences and visitations: Regular student visitation

2. Instructional Planning & Development Continue working on Key-punch rotation and plans for introducing Computer-Composer in Graphic Arts

3. Public Relations and Professional Activities Planning for In-Service on October 13 and Advisory Council Meeting on October 21

B. What help can the Business Education Service give? ______

C. What items do you wish to discuss at the next monthly coordinator's meeting? ______

Signed: ______
COE TEACHER-COORDINATOR

Teaching Guide for Cooperative Office Education, Richmond, Va, 1970, p. 54

CCE-46

FOLLOW-UP QUESTIONNAIRE
FOR COOPERATIVE OFFICE EDUCATION PROGRAMS

Please complete this form promptly, and return to us in the enclosed self-addressed envelope. The information will be utilized in improving or up-dating the current COE Program. All information supplied to us will be confidential.

Name____________________ Maiden Name____________________

Address______________________________________

Date________________ Year graduated from high school__________

1. Are you presently employed on a Full-time Basis____ Hrs per week______
2. Are you presently employed on a Part-time Basis____ Hrs per week______
3. Title of your job______________________________
4. Duties______________________________________
5. Employer____________________________________
6. Address_____________________________________
   City State ZIP
7. Who helped you get your present job?____________________
8. Are you happy with your present job?____________________
9. Have you attended any school since leaving high school? Yes No

   Length of time________________________________

   Did you complete class, course, or graduate?________________
10. Do you plan on going back to school some day, and if so, what course of study would you take? Explain________________________

    ____

    ____
11. What business education subjects taken in high school were the most interesting to you?______________________________

    ____

COE-47

12. Place a check mark beside each business subject which has been helpful to you on your present job:

____Beginning Typing

____Advanced Typing

____Bookkeeping/Accounting

____General Business

____Beginning Shorthand

____Advanced Shorthand

____Secretarial Block

____Clerical Block

____Business Law

____COE Related Class

____COE On-the-job training

____Office/Business

____Business Math

____Business English

____Office Block

____

13. What business education subject(s) do you wish you would have taken in high school?

____

14. In what areas do you wish you could have received more training (Math, Spelling, Human Relations, Psychology, etc.) ____________________

____

Cooperative Office Education
Guest Speaker Form

Name______________________________ Date____________________

Check one: ( ) Classroom Speaker ( ) Field Trip ( ) Other

Name of Guest Speaker____

Representing____

Give a summary of what was discussed_________________________

____

____

____

____

____

____

____

Was the time length adequate for questions and further discussion?

Yes _____ No _______

Explain____

____

____

____

____

____

____

____

____

____

COOPERATIVE OFFICE EDUCATION
MONTHLY PRODUCTION REPORT
BY STUDENT

Name of Trainee ____________________ Training Station ______________

Date Report Submitted ____________ Training Supervisor ______________

Report for Month of ______________

Total Hours Worked This Month ______________

Rate of Pay Per Hour $______________

Total Wages Earned This Month $______________

Total Hours Worked This School Year ______________

Total Wages Earned This School Year $______________

Hours Accumulated During the Following Months

September ______ December ______ March ______ June ______

October ______ January ______ April ______

November ______ February ______ May ______ TOTAL ________

Absenteeism Report

Date Absent	Reason for Absence	Did You Work?

Total Days Absent This Month ______ Total For The Year ______

PARENTAL CONSENT LETTER FOR THE COOPERATIVE OFFICE EDUCATION PROGRAM

Dear (name of parents) :

(name of student) has indicated an interest in the Cooperative Office Education Program (COE) for the 19___ 19___ school year.

Cooperative Office Education is an occupational training experience. Students who qualify for the program spend part of their time in the classroom and part of their school time working in an approved training station, for which a part-time going wage is paid.

Through the cooperation of the local business firms, the students work in an atmosphere of supervised activity by both the cooperating business and the school COE teacher-coordinator. The hours of work vary from one business to another and may include evening or in some instances, weekend work.

Students accepted into the COE Program will be given equal consideration for placement. There is no guarantee that all students will be placed at a training station or be hired for the job of his choice.

Students will receive credit for both the related classroom instruction and on-the-job training and are required to be enrolled in both classes.

If you have any further questions or wish to discuss the program in more detail, please phone (number) or make an appointment with me at the high school.

Yours very truly,

(typed signature) , Coordinator
Cooperative Office Education

We have read and discussed the COE Program with (name of student) and give parental consent to apply for the COE Program.

Date ____________________

____
Signature of Parent or Guardian

PERSONAL RESUME

Name: (First) (Middle) (Last)

Address: (Mailing)

Telephone No: (If you do not have a phone, where can you be reached?)

PERSONAL CHARACTERISTICS:		
	Age:	17 years old
	Height:	5 feet 4 inches
	Weight:	110 pounds
	Hair:	Brown
	Eyes:	Brown
	General Health:	Good

EDUCATIONAL PREPARATION:

I am presently a Senior at Anytown High School, and will graduate in June, 19--.

(Or I graduated from Anytown High School in June, 19--)

Business Subjects Completed:	Beginning Shorthand Beginning Typing Bookkeeping (1 year) General Business
(And other subjects you think pertinent to your employment)	

WORK EXPERIENCE and/or SPECIAL INTERESTS, SPECIAL AWARDS, PROJECTS:

During June & July, 19--, I worked as a typist for Olson Supply Company, Anytown, Arizona.

Office Practice student for Mr. Smith in the Foreign Language Department of our high school during the 19-- school year.

Babysitting for my neighbors for the past three years.

Own my own horse & trailer, and participate in rodeo events.

REFERENCES: (With Permission)

Mr. John Bennett, Chairman, Business Education Department, Anytown High School, Anytown, AZ #####

Mr. Rudy Gould, Heskin's Department Store, Anytown, AZ #####

Mrs. Gary Jones, 1992 Cactus Drive, Apartment A, Anytown, AZ
Telephone Number

COOPERATIVE OFFICE EDUCATION
PROGRESS REPORT
OF STUDENT TRAINEE

STUDENT-TRAINEE ______________________________

SUPERVISOR ______________________ NAME OF FIRM ______________________

RATINGS	E	G	A	NI	U
ATTENDANCE:					
A. Daily attendance					
B. Promptness					
PERSONAL TRAITS:					
A. Attitude					
B. Appearance					
C. Communication with others					
D. Dependability					
E. Grooming					
F. Health					
G. Neatness					
H. Tact					
WORK HABITS					
A. Participation					
B. Acceptance of responsibility					
C. Listens					
D. Promptness					
E. Follows instructions					
F. Organization of supplies					
G. Use of supplies					
H. Works with others					

I. Initiative ______________________________

J. Self-control ______________________________

Please made constructive comments about this student:

KEY TO RATINGS: E = Excellent--5, G = Good--4 A = Average--3
N = Needs Improvement--2 U = Unsatisfactory--0

The points will be added to obtain a numeric score. Perfect score is 100.

Date ____________ ______________________ Signature of Supervisor

COE-53

RECOMMENDATION FORM FOR
COOPERATIVE OFFICE EDUCATION

Date ____________

TO: ______________________

______________________ wishes to participate in the Cooperative Office Education Program next school year. Will you please check the appropriate square which most adequately describes this student's traits in the following:

QUALITIES TO BE RATED	POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	SUPERIOR
DEPENDABILITY: Prompt, sincere, consistent able to work without supervision, truthful, lack of absenteeism.					
CULTURAL REFINEMENT: Courteous, considerate, well mannered.					
LEADERSHIP: Aggressive, forceful, imaginative.					
INDUSTRIOUSNESS: Persistent, good working habits					
MENTAL ALERTNESS: Attentive, interested, eager to learn.					
THOROUGHNESS: Accurate, careful, sustained interest.					
PERSONAL APPEARANCE AND GROOMING Clean, neat, poised					
ABILITY TO GET ALONG WITH OTHERS Adaptable, friendly, respect for others, sense of humor.					
SOCIAL HABITS: Attitude, self-control, not inclined to argue, loud talking, complaining.					

EMPLOYABILITY:
Can this student favorably represent the school on the job? If you were an employer, would you want this student working for you? YES _____ MAYBE _____ NO _____

PLEASE MAKE ADDITIONAL COMMENTS: ______________________________

____

Please return this form to (name of coordinator, name of school)

/s/ ______________________
Rated by

Indicate the nature of your contact with the student by checking:
classroom __________ personal ________
extra-curricular ______ other (please state ______

COE-54

STUDENT AGREEMENT

The Cooperative Office Education Program has been discussed with me by my teacher-coordinator and I understand that through enrolling in this program:

1. I am not guaranteed a job and neither am I assigned to a job. My coordinator may suggest a job which seems suitable and then it is up to the employer and to me to discuss the requirements and the other responsibilities of the job. If I qualify and am hired, I am in the COE Program for the year; If I do not qualify and am unable to get hired on a job, I shall return to the regular school program.

2. If possible, I am to receive training on a job in the areas of my expressed career interests.

3. I am to be paid a beginning wage for my work.

4. I am to have a combined school-work week which will not exceed the number of hours which are standard for the work week in the industry where I am employed. I must average a minimum of 15 hours on the job per week over the course of the year.

5. I will discuss my future plans with my coordinator and the high school counselor.

6. Upon the successful completion of this program, I will earn (no.) credits; (no.) credit for the related class and (no.) for the on-the-job training.

7. I will be present and on time each day, both in school and at work except in the case of an extreme emergency or serious illness.

8. I will notify my employer and coordinator as far in advance as possible of my inability to report for school or work if the occasion should arise. If I am ill, I will call the school and my employer and report such illness.

9. I will be prompt and accurate in making all required reports for the school and for my employer.

10. I will at all times keep my coordinator informed of any problems which may confront me in school or on the job.

11. Under no circumstances am I to leave my employment without the consent of my coordinator.

12. It will be my responsibility to secure re-employment if I am discharged for cause.

13. I may retain my semester credits for graduation by doing extensive outside class work and jobs as assigned by my coordinator if I am not able to be placed immediately or another cause outside my control.

14. I must remain employed until the date of graduation.

15. No special privilege shall be granted to any student because he is a member of the Cooperative Office Education Program.

16. I will at all times conform with the rules, regulations, and policies of the school and my employer.

17. I shall at all times perform my duties in school and on the job to the best of my ability.

18. I will fulfill all the requirements that may be set up from time to time by the state or federal department of education or our local school board pertaining to the operations of this program.

19. I understand the duties and responsibilities connected with my training and my admission to the Cooperative Office Education Program and accept this of my own accord.

20. I will be loyal to my employer and to the Cooperative Office Education Program and will strive to work as a member of a team.

____
Student Signature

I have read the Student Agreement form for enrollment in the Cooperative Office Education Program. I hereby give my consent and approval for (name of student) to be assigned to a supervised job as a part of the regular school program. I have received a copy of these provisions for future reference.

Date ________________

____
Signature of Parent or Guardian

COOPERATIVE OFFICE EDUCATION

Student Interest Questionnaire

SURVEY FOR NEXT YEAR'S SENIORS:

Name ____________________________ Date __________ Period No. ___

1. What field or vocation do you plan to enter. If undecided, you may check more than one.

_____ Selling (retail, distribution, marketing)
_____ Office work (secretarial, receptionist, typist)
_____ Food store
_____ Mechanics (auto, deisel, airplane)
_____ Building trades
_____ Military
_____ Office management
_____ Management training (retail or clothing store or other)
_____ Church work
_____ Nurses aide
_____ Nursing
_____ Printing
_____ Photography
_____ Agriculture (also related fields, hatchery, grain elevators, etc.)
_____ Teaching
_____ Social work
_____ Homemaking
_____ Engineering (civil, electrical, aeronautical, etc.)
_____ Electronics technician
_____ Gasoline service station owner or attendant
_____ Other ______________________________________
_____ Other ______________________________________

2. Are you interested in preparing for an office occupation while attending high school? Yes ___ No ___

3. Do you plan further training or education after you leave high school? Yes ___ No ___

4. Where do you plan further training or education?

College ______ Jr. College ______ Trade or Vocational school ______
Business school ______

5. What is the name of the school where you plan further education or training. ____

6. Would you be interested in a Cooperative Office Education Program which involves going to school part-time and working part-time? Yes ___ No ___

7. Are you interested in additional information about the Cooperative Office Education Program? Yes ____ No ____

COOPERATIVE OFFICE EDUCATION

STUDENT SELF-EVALUATION

Instructions: Place a check mark below the heading which best describes your overall rating. Do not write your name on this evaluation sheet.

	Excellent	Good	Average	Needs Improvement	Unsatis-factory	Comments
Accuracy						
Appearance						
Attendance						
Communication						
Dependability						
Following of directions						
Grammar						
Health						
Attentiveness						
Mathematics						
Neatness						
Organization						
Personal maturity						
Preparation						
Self-esteem						
Reading						
Responsibility						
Spelling						
Tact						
Cooperation						

COE-58

STUDENT SELF-EVALUATION FORM

Suggestions to teacher: Rate each area on the following point allocation

Excellent	5
Good	4
Average	3
Needs Improvement	2
Unsatisfactory	1

Perfect score would be 100.

Students should not be given the point allocation until after they have completed their evaluation.

Students should not sign their name to the evaluation, but should be given an opportunity to score their own form. All forms should be returned to the teacher, who will note specific or unusual trends.

SURVEY OF JOB OPPORTUNITIES IN
BUSINESS EDUCATION

Name of Firm________________________________ Address________________________

Type of Business______________________________ Phone__________ Date__________

The school plays a very important role in the development of present and future business workers. Please take a few minutes to complete this survey, and return to us in the self-addressed envelope.

1. How many people were employed by your business on a:

   Full Time Basis_____ Part-Time Basis_____

2. How many office workers do you employ on a:

   Full Time Basis_____ Part-Time Basis_____

3. Check one or more methods you use to inform the public of vacancies in your business:

   Employment Agency _____
   Want Ads _____
   School _____
   Friends _____
   Family _____
   Applications on File _____
   Other________________________________

4. Place a check mark beside the kind of machine you have in your business office, and the number you have:

   10-Key Adding Machine
   - Manual _____
   - Electric _____

   Typewriters
   - Manual _____
   - Electric _____

   Full Keyboard
   - Manual _____
   - Electric _____

   Mimeograph Machine
   - Manual _____
   - Electric _____

Transcribing Machine_____

Mini-Computor _____

Bookkeeping Machines_____

Calculators

Manual _____

Electric _____

Spirit Duplicator

Manual _____

Electric _____

Kinds of Files used:

Vertical _____

Visual _____

Rotary _____

_____

_____

_____

Others: ____

____

____

____

____

____

Would you be willing to help train future office workers in your office? Yes

No

Comments: ____

____

____

____

____
Signature of Coordinator Date
School Address & Phone Number

____
Business Representative Completing
Survey Form

TRAINING PLAN MEMORANDUM FOR

COOPERATIVE OFFICE EDUCATION

This memorandum is for the purpose of outlining the agreement between the school and the employer on the conditions of training to be given a student while on the job. It, therefore, should not be interpreted by either agency as a legal document or any form of binding contract.

The ______________________________ will permit ____________________
(Training Agency) (student)
Sex: Male ____ Female ____ Age ____ Grade ____ to enter their establishment

for the purpose of gaining knowledge and experience as a ________________
(job title)

____
(OE Code No.)

It is understood that the occupation in which training is herewith being offered is one in which provisions of the wage and hour law is or is not applicable. (Circle one)

1. This course of training is designed to run for ______ school year with a minimum of FIFTEEN hours per school week required for the work experience.

2. The outlines of the processes to be learned on the job and of related subjects to be taught in the school is presented on the back of this form and constitutes the major portion of the training program of this student.

3. It is recommended that the student be given occupational experience in most operations, jobs, or phases of the occupations so that his interests in his work will assure him some successivity.

4. The student while in the process of training will have the status of a noncompetitive worker neither displacing a regular worker now employed nor substituting for a worker needed by the training agency.

5. The compensation for this student shall be $ _____ per hour.

6. A decision for dismissal shall be made only after the teacher-coordinator and the employer have attempted to jointly correct the problem and counsel with the student.

____________________________ ____________________________
Teacher/Coordinator Employer

____________________________ ____________________________
Name of School Date

COE-62

This section should be filled in by the teacher-coordinator in conference with the employer of the student:

Outline of Job Duties	Outline of Related Subjects

Name of Student

Completion of the above will certify and justify the granting of ________units of credit by this high school.

COOPERATIVE OFFICE EDUCATION

TRAINING PLAN

Training Station______________________________Phone____________________

Trainee______________________________________Job Title____________________

Supervisor_____________________________________Date________________________

Areas of training and experience	In class	On job
1. Public relations		
a. Learn to deal with customers and meet them well	x	x
b. Learn to furnish proper information and where to refer customers when in doubt	x	x
c. Learn to supply available materials	x	x
2. Typewriting		
a. Learn to type accurately with reasonable speed	x	x
b. Learn to type from letter at reasonable production rate	x	x
c. Learn to use dictionary and other reference materials	x	x
d. Learn to use both manual and electric typewriters	x	x
e. Learn to type involved statements	x	x
f. Learn to use Executive typewriter	x	x
g. Learn to do straight-copy typing	x	x
h. Learn to compose letters	x	x
i. Learn to type from rough draft or correct copy	x	x
j. Learn to make carbon copies	x	x
k. Learn to type information on blank forms	x	x
l. Learn to type tabulations	x	x
m. Learn to type statistical material accurately	x	x
n. Learn to make acceptable erasures	x	x
o. Learn alignment procedures	x	x
p. Learn justification of margins	x	x
3. Shorthand		
a. Learn to take dictation and transcribe accurately	x	x
b. Learn to be resourceful in preparing mailable copy	x	x
c. Learn to study files of previous correspondence	x	x
4. Filing		
a. Learn to file alphabetically	x	x
b. Learn to file numerically	x	x
c. Learn to file geographically	x	x
d. Learn to file by subject	x	x
e. Learn to use cross-references	x	x
f. Learn to classify materials	x	x
g. Learn to locate materials quickly	x	x
h. Learn to prepare file folders	x	x
i. Learn to check for misfiled items	x	x

		In class	On job
5.	Telephone		
a.	Learn how to use intercom	x	x
b.	Learn frequently called numbers	x	x
c.	Learn local and long-distance dialing procedures	x	x
6.	Handling mail		
a.	Learn techniques of volume mail	x	x
b.	Learn to use postal meter	x	x
c.	Learn postal regulations	x	x
7.	Proofreading		
a.	Learn to recognize misspelled words	x	x
b.	Learn to recognize correct grammar and punctuation	x	x
c.	Learn to recognize acceptable form and appearance	x	x
8.	Office machines		
a.	Learn to use 10-key adding machine	x	x
b.	Learn to use full-keyboard adding machine	x	x
c.	Learn to use calculators	x	x
d.	Learn to use photocopying machine	x	x
e.	Learn to use posting machine	x	x
f.	Learn to use cash register	x	x
g.	Learn to use spirit duplicator	x	x
h.	Learn to use mimeo duplicator	x	x
i.	Learn to use dictating and transcribing equipment	x	x
j.	Other machines listed below:		
	____________________________________	x	x
	____________________________________	x	x
	____________________________________	x	x
9.	Receptionist		
a.	Greets and refers	x	x
b.	Answers inquiries for general information	x	x
c.	Arranges for appointments	x	x
10	Penmanship		
a.	Learn to write figures (numbers) legibly	x	x
b.	Learn to write legibly	x	x
11.	Clerical arithmetic		
a.	Learn to add, subtract, multiply, and divide accurately	x	x
b.	Learn how to figure discount and taxes	x	x
c.	Learn proper decimal placement	x	x

SIMPLIFIED TRAINING PLAN FOR ____________ CAREER CHOICE ____________

FIRM ____________ TRAINING SUPERVISOR ____________ PHONE ____________

JOB TITLE ____________ TIME PERIOD FOR WHICH TRAINING PLAN IS PREPARED ____________

JOB DESCRIPTION:

COOPERATIVE
OFFICE
EDUCATION

Please indicate the amount of training you will offer to trainee

			I	A	S	N
	OFFICE ORIENTATION	Introduction to Supervisors & fellow workers				
		Tours of physical plant and facilities				
		Rules and Regulations				
		Total view of operation				
		Relationship of firm to business world				
		Business terminology				
		Forms and reports				
		Pay scale and procedures				
		Office opportunities				
		Other				
OFFICE EDUCATION EXPERIENCES	OFFICE MACHINES AND EQUIPMENT (identify)	Typewriter				
		Adding-Calculating				
		Duplicator-Copying				
		Transcriber				
		Posting-Billing				
		Folding-Collator				
		Key Punch				
		Postage meter-Scale				
		Cash Register				
		Switchboard-PBX				
		Other				
	BASIC SKILLS	Mathematic computation				
		Reading for understanding				
		Proofreading				
		Oral Communication (speaking & listening)				
		Written Communication--Composition				
		Editing				
		Penmanship				
		Other				
	OFFICE TASKS (May list on back)	Typing				
		Filing				
		Telephoning				
		Clerical				
		Financial and recordkeeping				
		Transcription (from shorthand)				
		Mailing				
		Editorial				
		Customer contact				
		Supervisory				
		Housekeeping				
		Running errands				
		Other				
	PERSONAL DEVELOPMENT	Ability to get along with others				
		Grooming and appearance				
		Attendance and punctuality				
		Willingness to learn and work				
		Ability to make decisions				
		Ability to carry job to completion				
		Integrity and loyalty				
		Money management				
		Time management				
		Career Information--interest				
		Other				

I = INTENSE A = AVERAGE S = SOME N = NONE

DATE ____________

FIRM SIGNATURE ____________

COORDNATOR ____________

COE-66

COOPERATIVE OFFICE EDUCATION

VISITATION OR COORDINATION REPORT

Training Firm ____________________ Supervisor ____________________

Student-Trainee ____________________ Date student-trainee placed __________

Current Date ____________________ Job Title ____________________

1. Condition of Office ____________________

2. Attitude of workers toward teacher-coordinator and trainee ____________________

3. Duties being performed by trainee during visitation ____________________

4. Personal appearance of trainee ____________________

5. Did trainee appear to be interested in tasks being performed? __________

6. Pertinent information about supervisor ____________________

7. General areas discussed in visitation ____________________

8. Items to follow up on ____________________

COE-67

COOPERATIVE OFFICE EDUCATION

WAGE HOUR REPORT (BY PAY PERIOD)

Name of Student________________________Name of Training Sta.________________

DATE	NUMBER OF HOURS WORKED	HOURLY RATE	GROSS WAGES FOR WEEK	TOTAL CUMULATIVE WAGES
Totals				

This Wage Hour Report is to be kept up to date throughout the year by you, the trainee. Upon the receipt of monies, you will enter the information requested by each of the column headings. This form will be collected by the coordinator at the end of the school year or upon termination of employment in the program.

(S)____________________________

COE-68

COOPERATIVE OFFICE EDUCATION

STUDENT'S WEEKLY PRODUCTION REPORT

Student's Name ______________________ Employer ______________________

Supervisor's Name ______________________ Telephone ______________________

Hourly Wage ______________ Week dating from ____________ to __________ 19____

DAY	IN	OUT	TOTAL HOURS	JOBS PERFORMED
SU				
M				
T				
W				
TH				
F				
SA				
Totals				X Hourly Wage=Gross Wages for Week $

Since school credit is granted for Cooperative Office Education, it is essential that this Production Record be returned to your coordinator promptly.

1. Are there any problems you encountered this week on which you would like help or class discussion?
2. What mistakes did you make? How did you handle the situation?
3. What new jobs or procedures did you learn on the job this week?

____
Student's Signature

____
Supervisor's Signature